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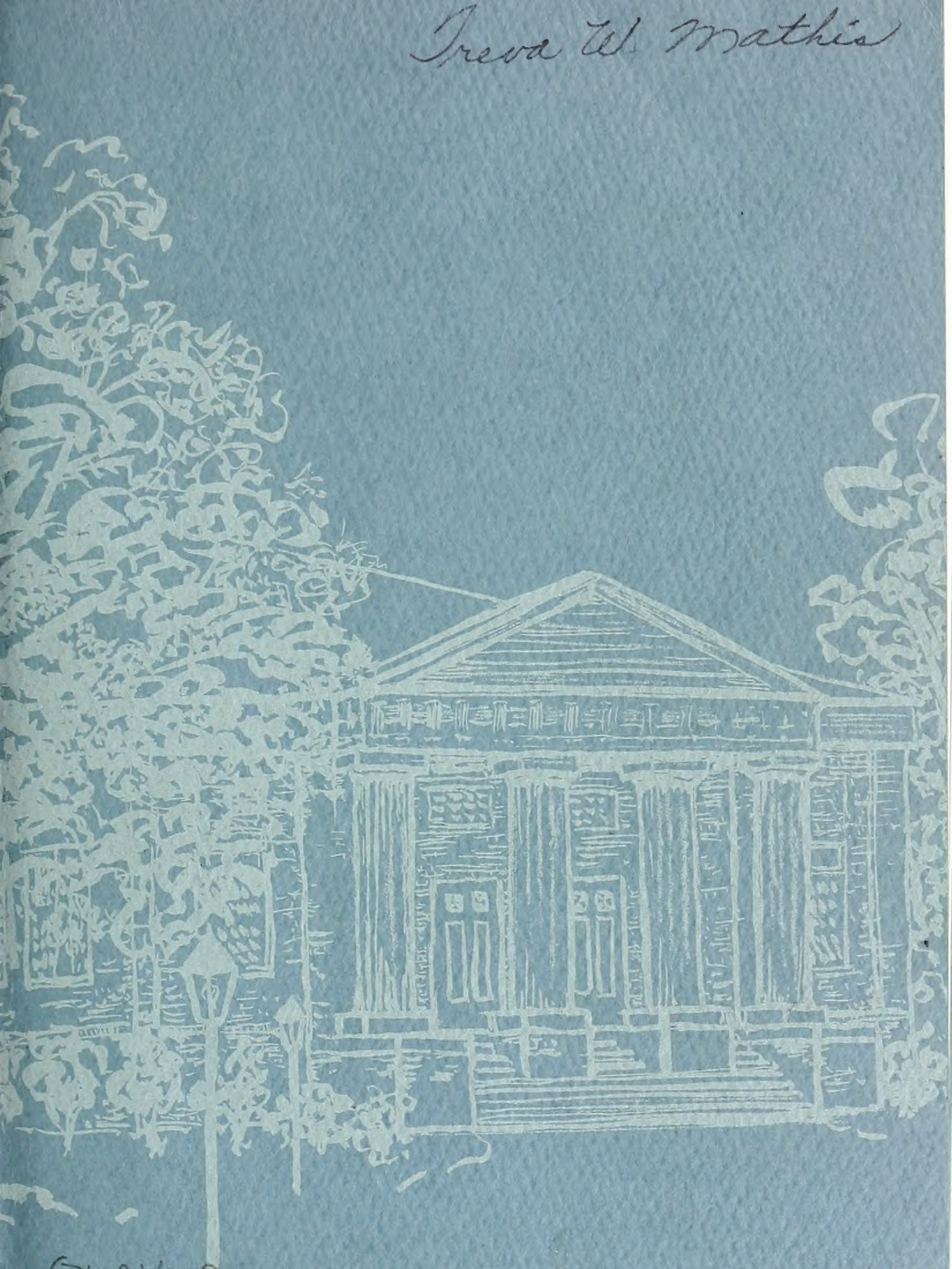




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GUILFORD COLLEGE

Greensboro, North Carolina

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GUILFORD COLLEGE
BULLETIN

THE
COLLEGE CATALOGUE

And Announcements

1967 - 1968
1968 - 1969

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Cover — New Garden Hall

First division page — Columns of the Library and King Hall

Second division page — Foyer, Dana Auditorium

GUILFORD COLLEGE CALENDAR 1967-1968

Dormitories open for Freshmen	September 10, 1967
Registration of Freshman Class	September 13, 1967
Registration of Upperclassmen	September 14, 1967
All Classes Begin	September 15, 1967
Last day to add courses or change course sections	September 22, 1967
Homecoming	October 7, 1967
Last day to drop courses without withdrawal grade	October 16, 1967
Meeting of the Board of Trustees	October 27, 1967
First Quarter Ends	November 4, 1967
Last day to withdraw from courses with WP	November 18, 1967
Thanksgiving Holidays	November 22, 1967, 12 Noon to November 27, 1967, 8:00 a.m.
Christmas Holidays	December 15, 1967, 12 Noon to January 2, 1968, 8:00 a. m.
Reading Day	January 16, 1968
Semester Examinations	January 17, 1968 through January 23, 1968
First Semester Ends	January 29, 1968
Registration for Second Semester	January 30, 1968
All Classes Begin	January 31, 1968
Meeting of the Board of Trustees	January 26, 1968
Last day to add courses or change course sections	February 7, 1968
Last day to drop courses without withdrawal grade	February 28, 1968
Third Quarter Ends	March 22, 1968
Spring Holidays	March 22, 1968, 12 Noon to April 1, 1968, 8:00 a.m.
Last day to withdraw from courses with WP	April 9, 1968
Meeting of the Board of Trustees	April 26, 1968
Reading Day	May 21, 1968
Semester Examinations	May 22, 1968 through May 28, 1968
Alumni Day	June 1, 1968
Commencement Exercises	June 2, 1968
Summer Session Registration	June 10, 1968
All Classes Begin	June 11, 1968

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BOARD OF TRUSTEES

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Horace S. Haworth, *Treasurer*

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Eunice A. Parker, High Point—Emeritus

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Seth Hinshaw, Greensboro	1968
Seth Macon, Greensboro	1968

GREENSBORO ADVISORY BOARD TO GUILFORD COLLEGE

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Robert L. Willis, A.B.
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Director of Yearly Meeting Relations
John M. Pipkin, A.B., A.M.

FACULTY

GRIMSLEY T. HOBBS (1965), *President*
A.B., Guilford College; M.A., Haverford College; Ph.D., Duke University

KHAMIS ABDUL-MAGID (1967), *Dana Professor of Economics*
B.A., American University of Cairo, Egypt; M.A., University of Texas; Ph.D., University of Pennsylvania

JEAN NOELL ADAMS (1962), *Assistant Professor of Business Education*
B.S., Woman's College; M.Ed., Woman's College

LEWIS R. AIKEN, JR. (1966), *Dana Professor of Psychology*
B.S., Florida State University; M.A., Florida State University; Ph.D., University of North Carolina—Chapel Hill

MALISSA M. ANDERSON (1967), *Instructor in Chemistry*
B.S., Emory and Henry College; Ph.D., University of Tennessee

HERBERT T. APPENZELLER (1956), *Professor of Education and Director of Athletics*
A.B., Wake Forest College; M.A., Wake Forest College; Ed.D., Duke University

HAROLD M. BAILEY (1948); *Associate Professor of Education*
A.B., Grove City College; M.Ed., Pennsylvania State College; Graduate Study, Pennsylvania State College and University of Wisconsin

FACULTY

CARL C. BAUMBACH (1950), *Associate Professor of Music*

Study at Conservatory of Music, Kassel, Germany; B.M., M.M. in Theory, Eastman School of Music; Graduate Study, Eastman School of Music and University of Rochester

ANNIE V. BELL (1966), *Assistant Professor of Elementary Education*

A.B., University of Chattanooga; M.A., Ohio State University; Graduate Study, University of North Carolina-Greensboro

JAMES R. BOYD (1961), *Associate Professor of Mathematics*

B.A., Trinity University; M.A., North Texas State College

ROBERT R. BRYDEN (1961), *Professor of Biology*

B.S., Mount Union College; M.S., Ohio State University; Ph.D., Vanderbilt University

OLENA S. BUNN (1960), *Assistant Professor of English*

A.B., University of North Carolina-Greensboro; M.A., University of North Carolina-Chapel Hill

WILLIAM C. BURRIS (1964), *Associate Professor of Political Science*

B.S., Wake Forest College; M.A.T., Emory University; Ph.D., University of North Carolina-Chapel Hill

*EDWARD F. BURROWS (1948), *Professor of History*

A.B., Washington and Lee University; M.A., Duke University; Ph.D., University of Wisconsin

EVA G. CAMPBELL (1924), *Professor Emeritus of Biology (1961)*

A.B., Ohio Wesleyan University; M.A., Ohio State University; Ph.D., Ohio State University

*Leave of absence

FACULTY

CHARLES R. CARROW (1967), *Instructor in Biology*
B.S., Western Carolina College; M.S., Clemson University; Graduate Study, Virginia Polytechnic Institute

CLAUDE THERESE CHAUVIGNE (1965), *Assistant Professor of French*
B.A., Nancy, France; M.A., University of Colorado

DAVID V. CHEEK (1967), *Instructor in History*
B.A., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill

DONALD A. CHRISTENSON (1967), *Assistant Professor of Sociology*
B.S., Central Michigan University; M.A., Central Michigan University

JOYCE P. CLARK (1959), *Assistant Professor of Women's Physical Education*
A.B., Elon College; M.Ed., University of North Carolina-Chapel Hill

THOMAS G. CLARKE (1967), *Assistant Professor of Geology*
B.S., U. S. Merchant Marine Academy; B.S., University of North Carolina-Chapel Hill; M.S., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill

GEORGE W. COBB (1961), *Associate Professor Emeritus of English (1966)*
A.B., Emory University; M.A., Emory University; Ph.D., Johns Hopkins University

CLAUDE K. COOK (1962), *Assistant Professor of Music*
A.B., Guilford College; M.A., Columbia University; Graduate Study in France and at Columbia University

FACULTY

MARTHA H. COOLEY (1965), *Assistant Professor of History*
A.B., Woman's College; M.A., Indiana University; Research, University of Paris; Graduate Study, Indiana University

FRED I. COURTNEY (1965), *Professor of Business Management*
B.B.A., Baylor University; M.A., Baylor University; Ph.D., American University

FREDERIC R. CROWNFIELD (1948), *Craven Professor of Biblical Literature and Religion*
B.S., City College, New York; S.T.M., Harvard University; Ph.D., Harvard University

ANN F. DEAGON (1956), *Associate Professor of Classical Languages*
A.B., Birmingham Southern College; M.A., University of North Carolina-Chapel Hill; Ph.D., University of North Carolina-Chapel Hill

DONALD D. DEAGON (1956), *Assistant Professor of Drama and Speech*
A.B., Birmingham Southern College; M.A., University of North Carolina-Chapel Hill; Graduate Study, Tulane University

CARTER R. DELAFIELD (1966), *Assistant Professor of English*
B.A., New York University; M.A., University of North Carolina-Greensboro

**ROBERT M. DINKEL (1951), *Professor of Sociology*
A.B., Notre Dame; A.M., University of Minnesota; Ph.D., University of North Carolina-Chapel Hill

LOUISE G. ELLIOTT (1961), *Instructor in English*
A.B., Lenoir-Rhyne College; Graduate Study, University of North Carolina

**Part-time

CARROLL S. FEAGINS (1946), *Professor of Philosophy*

A.B., Duke University; M.A., University of Michigan; Ph.D., Northwestern University

MARY B. FEAGINS (1956), *Assistant Professor of German*

A.B., Goucher College, with junior year of study in Germany; M.A., Duke University

WILLIAM E. FULCHER (1962), *Assistant Professor of Natural Science*

B.S., North Carolina State College; M.A., Appalachian State College; Graduate Study, George Peabody College, University of Virginia, and University of North Carolina-Chapel Hill.

**PAT K. GILBREATH (1966), *Instructor in Drama*

B.A., Vanderbilt University

JERRY H. GODARD (1966), *Associate of the President and Associate Professor of Psychology*

B.S., Auburn University; M.S., Auburn University; M.A., Columbia University; Ed.D., Columbia University

JOHN C. GRICE (1966), *Assistant Professor of Political Science*

B.A., Wittenberg University; candidate for the Ph.D. degree in the Graduate School of International Studies of the University of Denver

WILLIAM A. GRUBBS (1967), *Instructor in Business Management*

A.B., East Carolina College; M.B.A., University of North Carolina-Chapel Hill

JAMES B. GUTSELL (1963), *Assistant Professor of English*

B.A., University of the South; M.A., University of Connecticut; Graduate Year of Research at the British Museum; Graduate Study, University of Connecticut

**Part-time

PEGGY M. HALL (1965), *Instructor in Business Education*

B.S.S.A., Woman's College; M.Ed., University of North Carolina-Greensboro

CYRIL H. HARVEY (1966), *Assistant Professor of Geology and Physical Science*

B.A., University of Chicago; B.S., University of Nebraska; M.S., University of Nebraska; Ph.D., University of Nebraska

HIRAM H. HILTY (1948), *Professor of Spanish*

A.B., Bluffton College; B.D., Hartford Theological Seminary; Graduate Study, National University of Mexico and Duke University

GRIMSLEY T. HOBBS (1965), *President of the College and Professor of Philosophy*

A.B., Guilford College; M.A., Haverford College; Ph.D., Duke University

HENRY G. HOOD, JR. (1964), *Associate Professor of History*

B.A., Haverford College; M.A., Harvard University; Ph.D., University of Pennsylvania

LIGIA D. HUNT (1955), *Assistant Professor of Spanish*

B.A., University of Puerto Rico; M.A., Columbia University

EMILY E. HUNTLEY (1967), *Instructor in Art History*

B.F.A., Rhode Island School of Design; M.F.A., University of North Carolina-Greensboro

OLIVER J. INGRAHAM (1963), *Assistant Professor of Natural Science*

B.A., Colorado College; M.B.S., University of Colorado

JOHN E. JENSEN (1965), *Instructor in Men's Physical Education*

B.A., Wake Forest College; M.Ed., University of North Carolina-Greensboro

*ROBERT L. JOHNSON (1965), *Assistant Professor of Sociology*
A.B., Guilford College; M.H.A., School of Hospital Administration, Medical College of Virginia

WILBUR E. JOHNSON, JR. (1964), *Instructor in Men's Physical Education*
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*ELIZABETH B. KEISER (1966), *Instructor in English*
B.A., Earlham College; M.A., Yale University; Graduate Study, Yale University

*MELVIN R. KEISER (1966), *Instructor in Religion*
B.A., Earlham College; B.D., Yale Divinity School; S.T.M., Yale Divinity School; Graduate Study, Harvard and Yale Universities

LEE B. KENNETT (1967), *Associate Professor of History*
B.A., University of North Carolina-Chapel Hill; M.A., University of Mississippi; Ph.D., University of Virginia; Study at the University of Paris, France

*E. DARYL KENT (1939), *Dean of the College and Professor of Philosophy and Religion*
A.B., Guilford College; B.D., Hartford Theological Seminary; Ph.D., Columbia University

JOHN D. LAMBETH (1962), *Assistant Professor of Men's Physical Education*
B.S., Guilford College; M.Ed., University of North Carolina-Chapel Hill

WILLIAM J. LANIER (1966), *Dean of Students and Associate Professor of Education*
B.S., Purdue University; M.S., Purdue University; Ph.D., Purdue University

*Leave of absence

LEON H. LEE (1964), *Assistant Professor of English*
A.B., High Point College; M.A., Wake Forest College; Graduate Study, University of North Carolina-Chapel Hill

**STANLEY I. LEWIS (1964), *Instructor in Music*
B.M., Peabody Conservatory of Music; M.M., Peabody Conservatory of Music

HARVEY A. LJUNG (1931), *Professor of Chemistry*
B.S., University of North Carolina-Chapel Hill; M.S., University of North Carolina-Chapel Hill; Ph.D., University of North Carolina-Chapel Hill

E. KIDD LOCKARD (1958), *Associate Professor of Economics*
A.B., Glenville State College; A.M., West Virginia University; Graduate Study, Western Reserve University and American University

F. MILDRED MARLETTE (1948), *Associate Professor of English*
A.B., Guilford College; M.A., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill

**ALMA MARTIN (1949), *Assistant Professor of Russian*
Agricultural College, St. Petersburg, Russia; Agronom at University of Tartu (Dorpat), Estonia; M.S., Iowa State College; Graduate Study, Cornell University and Middlebury College

STUART T. MAYNARD (1951), *Associate Professor and Director of Men's Physical Education*
A.B., Guilford College; M.Ed., University of North Carolina-Chapel Hill

**JAMES C. McMILLAN (1966), *Associate Professor of Art*
B.A., Howard University; M.F.A., Catholic University of America; Graduate Study, Académie Julian, Paris, France, and Syracuse University

**Part-time

FACULTY

BOBBY L. MEDFORD (1965), *Instructor in Sociology*
A.B., Guilford College; M.A., Guilford College

JAMES MICHOS (1967), *Instructor in Political Science*
A.B., Guilford College; Graduate Study, University of North Carolina-Greensboro

DONALD W. MILLHOLLAND (1965); *Assistant Professor of Philosophy*
A.B., Duke University; B.D., Union Theological Seminary; Ph.D., Duke University

CLYDE A. MILNER (1930), *President Emeritus and Professor Emeritus of Philosophy (1965)*
A.B., Wilmington College; A.M., Haverford College; B.D., Hartford Theological Seminary; Graduate Study, University of Chicago, Marburg University, University of Geneva, Columbia University; Ph.D., Hartford Theological Seminary; LL.D., Wilmington College; LL.D., Haverford College

ERNESTINE C. MILNER (1930), *Professor Emeritus of Psychology (1965)*
A.B., Miami University; B.S., Miami University; M.A., Wellesley College; Graduate Study, Ohio State University and Columbia University

ELDON MOEN (1967), *Instructor in Music*
B.A. and M.M.E., University of Wichita

J. FLOYD MOORE (1944), *Professor of Biblical Literature and Religion*
A.B., Guilford College; B.D., Hartford Theological Seminary; Ph.D., Boston University

JOSEPHINE L. MOORE (1963), *Associate Professor of History*
A.B., Trinity University; A.M., University of Michigan; Ph.D., Cornell University

THOMAS J. MOORE (1953), *Assistant Professor of Economics*

B.A., Arizona State College; M.A., Arizona State College; Graduate Study, University of North Carolina-Chapel Hill

ILMA T. MORELL (1961), *Assistant Professor of Mathematics*

B.S., Friends School, Holguin, Cuba; Dr. Sci., University of Havana, Cuba

ROSA B. MORELL (1962), *Assistant Professor of Spanish*

B.A., Friends School, Holguin, Cuba; B.S., Friends School, Holguin, Cuba; Ph.D., University of Havana, Cuba

ALGIE I. NEWLIN (1924), *Professor Emeritus of History and Political Science (1966)*

A.B., Guilford College; A.M., Haverford College; Graduate Study, Columbia University, University of California, University of Wisconsin, Johns Hopkins University; Dr. Pol. Sci., Geneva, the Graduate Institute of International Studies of the University of Geneva.

**CLYDE D. NORTON (1966), *Lecturer in Psychology*

B.S., Northwestern University; M.A., Northwestern University; Graduate Study, Northwestern University and University of Cincinnati

FRANCES J. NORTON (1966), *Professor of Psychology*

B.A., University of Kansas City; M.A., University of Kansas City; Ph.D., State University of Iowa

TROY E. NUNIS (1967), *Associate Professor of Psychology*

B.S., Memphis State University; M.A., University of Mississippi; Ph.D., Indiana University

**Part-time

FREDERICK W. PARKHURST (1964), *Associate Professor of Economics*

A.B., Northeastern University; LL.B., School of Law, Northeastern University; A.M., Boston University; Graduate Study, University of Pennsylvania, Virginia, and New York University

ROSALIE O. PAYNE (1963), *Instructor in French*

B.A., D'Youville College; Graduate Study, Boston College, St. Louis University, University of North Carolina-Chapel Hill

JOHN M. PIPKIN (1963), *Assistant Professor of Religion and Director of Yearly Meeting Relations*

A.B., Guilford College; A.M., Guilford College

OSCAR M. POLHEMUS (1957), *Associate Professor Emeritus of Political Science (1964)*

A.B., Indiana University; A.M., Indiana University; S.T.B., Boston University; Th.D. in Pastoral Psychology, Boston University

E. GARNESS PURDOM (1927), *Dana Professor of Physics*

A.B., Centre College; M.S., University of Chicago; Ph.D., University of Michigan

MAURICE T. RAIFORD (1967), *Instructor in Physics*

B.S., Guilford College; M.A., College of William and Mary; Graduate Study, Duke University

GWEN REDDECK (1959), *Assistant Professor of Education*

B.S., High Point College; M.Ed., University of North Carolina-Greensboro; Graduate Study, University of North Carolina-Greensboro

*EARL W. REDDING (1963), *Assistant Professor of Philosophy*

A.B., Guilford College; M.A., University of Miami; Graduate Study, National University of Mexico and University of Miami

*Leave of absence

FLOYD A. REYNOLDS (1960), *Registrar and Assistant Professor of Mathematics*

A.B., Guilford College; M.Ed., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill and Oklahoma State University

NORTON H. ROBBINS (1965), *Associate Professor of Economics*

B.S., Denver University; M.A., Indiana University; Graduate Study, Indiana University

PRISCILLA A. ROETZEL (1965), *Assistant Professor of Art History*

A.B., University of North Carolina-Greensboro; M.A., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill

*JOHN O. RUNDELL (1963), *Assistant Professor of Biology*

A.B., Eastern Michigan University; M.S., Eastern Michigan University; Graduate Study, University of Michigan and North Carolina State University

RU M. SABRE (1967), *Instructor in Philosophy*

B.A., Hobart College; Graduate Study, Duke University

HENRY C. SEMMLER (1965), *Assistant Professor of English*

A.B., Guilford College; M.A., Duke University; M.A., University of North Carolina-Chapel Hill; Graduate Study, University of North Carolina-Chapel Hill

**RAYMOND A. SMITH (1967), *Visiting Professor of Religion*

A.B., Duke University; B.D., University of Chicago; Ph.D., University of Chicago

*Leave of absence
**Part-time

JANET C. SPEAS (1965), *Instructor in English*
A.B., Woman's College; M.F.A., University of North Carolina-Greensboro

*DAVID B. STAFFORD (1946), *Professor of Sociology*
A.B., Guilford College; A.M., Haverford College; Ph.D., Duke University

CATHERINE U. STEELE (1957), *Assistant Professor of Women's Physical Education*
B.S., Woman's College; M.Ed., University of North Carolina-Greensboro

JERRY M. STEELE (1962), *Assistant Professor of Men's Physical Education*
B.S., Wake Forest College; M.Ed., University of North Carolina-Chapel Hill

JOHN W. STEWART (1962), *Associate Professor of Men's Physical Education*
B.S., University of North Carolina-Chapel Hill; M.Ed., University of North Carolina-Chapel Hill

ALEXANDER R. STOESEN (1966), *Assistant Professor of History*
A.B., The Citadel; A.M., University of Rochester; Ph.D., University of North Carolina-Chapel Hill

SURINDAR S. SURI (1966), *Visiting Professor of Political Science*
B.A., University of Punjab; M.A., University of Lucknow; Ph.D., Northwestern University

EUGENE H. THOMPSON, JR. (1958); *Assistant Professor of French*
A.B., University of Kentucky; A.M., University of Kentucky; Graduate Study, Duke University

DOROTHY G. THORNE (1926-1954; 1965), *Professor of English and Curator of the Quaker Collection*
A.B., Earlham College; A.M., Columbia University; Graduate Study, University of Wisconsin and University of North Carolina-Chapel Hill

*Leave of absence

FACULTY

J. CURT VICTORIUS (1940), *Professor Emeritus of Economics and Business Administration (1964)*
Graduate Study at Friedrich Wilhelm University of Berlin; Graduate School of Business Administration, Berlin; University of Berne; Dr. Pol. Econ., University of Hamburg; Post-doctoral Study and Research, Columbia University, University of North Carolina-Chapel Hill, Case Institute of Technology, and Duke University

KENNETH D. WALKER (1962), *Assistant Professor of Mathematics*
A.B., East Carolina College; M.Ed., University of Georgia; Graduate Study, Wake Forest College

THOMAS E. WALKER (1966), *Instructor in Business Education*
B.S., High Point College; M.Ed., University of North Carolina-Greensboro

RICHARD C. WARD (1961), *Assistant Professor of Biology*
B.S., University of Connecticut; M.S., University of Massachusetts

EDNA L. WEIS (1946), *Assistant Professor Emeritus of English (1964)*
A.B., Ohio State University; B.S., Ohio State University; M.A., Ohio State University

E. NEWSOM WILLIAMS, JR. (1965), *Instructor in Psychology*
A.B., Guilford College; Graduate Study, University of North Carolina-Greensboro

FACULTY

**MARY C. WIMSATT (1967), *Instructor in English*
A.B., Stetson University; M.A., Duke University; Ph.D., Duke University

**V. JUDSON WYCKOFF (1964), *Professor of Economics*
A.B., Johns Hopkins University; Ph.D., Johns Hopkins University

PAUL E. ZOPF, JR. (1959), *Associate Academic Dean and Associate Professor of Sociology*
B.S., University of Connecticut; M.S., University of Florida; Ph.D., University of Florida

**Part-time

ACCREDITATION AND AFFILIATION

Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and by the National Commission on Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Thus credits earned at Guilford are accepted at face value in admission of graduates to universities and professional schools and in certification of teachers.

Guilford College holds membership in a number of organizations formed by colleges and universities: The Association of American Colleges, The American Council on Education, The North Carolina Foundation of Church-Related Colleges, The American Association of University Women, and The Piedmont University Center.

Through membership in The Piedmont University Center, formed by seventeen institutions of higher learning located chiefly in the Piedmont area of North Carolina, Guilford College participates in a cultural and educational program which provides lectures given by outstanding scholars, art exhibits, excellent films, presentations by artists and performing groups, the fund for faculty research and study, cooperation of the seventeen libraries, and a general expanding and deepening of the educational program and resources.

The religious affiliation of Guilford College is with the Society of Friends: North Carolina Yearly Meeting founded the institution; its trustees are Friends recognized by the Yearly Meeting. North Carolina Yearly Meeting is a member of the larger organization, the Friends United Meeting, and Guilford has many contacts with the world-wide Society of Friends.

The athletic affiliations are with the Carolinas Conference and the National Athletic Intercollegiate Association.

INTRODUCTION TO GUILFORD

THE MAIN CAMPUS

Guilford College is located in Piedmont North Carolina, midway between the seacoast and the Great Smoky Mountains. Much of Guilford College now lies within the city limits of Greensboro; however, the center of the city is five miles east; Friendship Airport, (Eastern, Piedmont, and United Airlines) is three miles west; and College Road leads directly to Interstate Route 40, two miles south.

The climate is mild and generally pleasant, and it is possible to engage in outdoor sports during every month in the year. In the winter there is a great deal of sunshine and, although there may be some snowfall, extremely cold weather is rare, and spring comes early.

Guilford College still owns very nearly all of the 290-acre tract which the trustees acquired by gift and purchase in 1835 when they were planning the establishment of New Garden Boarding School. The buildings are constructed of Carolina brick, Founders Hall of handmade brick laboriously produced on the premises during the three years of construction. The architecture shows the Georgian Colonial influence in balance of design and in contrast of white columns and red brick, and although varied in detail, it is harmonious.

A flagstone walk bordered by boxwood, magnolias on either side of Founders, dogwood and holly, oaks and pines all add to the beauty of the surroundings. There is a seven-acre lake in the valley beyond the gymnasium; the meadows are used by golfers; a number of faculty houses are built in the wooded areas north and east of the Main Campus, along Friendly Avenue, and in the community.

The post office is just across from the college gates; Quaker Village Shopping Center is a short distance east; there are three banks representing leading North Carolina banks, dentists' and doctors' offices, and a number of business establishments in the small town of Guilford

College. The New Garden Meeting House of the Society of Friends is located on New Garden Road, which serves as the south-west boundary of the college grounds. Other denominations represented in the neighborhood are the Methodist, Baptist, and Presbyterian.

Historically, this neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's *Journal* includes a letter which he wrote to these "First Planters of Truth in the Province"; Dolley Madison's birth is recorded in the records of New Garden Meeting; in the graveyard behind the present meeting house, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolution. The Battleground, now a national park, is four miles north-east of the campus.

THE DOWNTOWN CAMPUS

Guilford's two campuses are five miles apart; the Main Campus, the original home of the college, is on the western edge of Greensboro; the Downtown Campus is located at 501 West Washington Street close to the center of the city.

This part of Guilford College, which is nonresidential, enrolls about fifteen hundred students in one program or another during the year. Many of them are employed in the Greensboro area and study part-time to complete degrees or to increase their technical competency.

Courses are scheduled during the day and in the evening during the regular school year and in the summer and range from liberal arts courses carrying college credit to specialized professional courses for public accountants, tax experts, legal secretaries, office secretaries, and others. In general, the curriculum is designed to meet the needs of the Greensboro area and described in full in a special bulletin available on request.

INTRODUCTION TO GUILFORD

In the fall of 1967, a full four-year course leading to a B.S. in Business Management and a two-year course in Business Education with an Associate Arts degree will be instituted. With the exception of certain courses offered in these two programs, all of the courses carrying academic credit are identical with those offered on the Main Campus, and they are customarily taught by the same faculty members. Administration, as well as instruction, is closely coordinated.

Students on the Downtown Campus may register for courses on the Main Campus, attend the wide variety of programs and performances given in Dana Auditorium, and participate in student activities.

The Downtown Campus had its beginning as the Greensboro Evening College, which was established in 1948 by a group of interested business and educational leaders; in 1953 it became an official part of Guilford College. It owes much of its growth as an educational and cultural resource to the guidance of the group which founded it and to the Greensboro Advisory Board, which together with the Guilford Board of Trustees, has shared in the responsibility for its development.

VISITING GUILFORD COLLEGE

Guilford College welcomes visitors to the Main Campus west of Greensboro and to the Downtown Campus, 501 West Washington Street in Greensboro. When college is in session, the Admissions Office is open to visitors from 9 a.m. until 4 p.m. Monday through Friday and from 9 a.m. until 12 noon on Saturday. Those wishing to visit the college at other times should make appointments with the Director of Admissions by letter or telephone (292-5511).

Prospective students will find it useful to prepare for the interview by studying the catalogue and listing the questions which they wish to ask. If they have not yet presented transcripts of high school records, they should prepare lists of courses, credits, and grades and, if possible, their results on College Board Examinations or other similar tests.

INTRODUCTION TO GUILFORD

ADMISSION

By decision of the Board of Trustees, the enrollment at the Main Campus of Guilford College is set at approximately 950 students, chiefly residential. Enrollment in the college credit program at the Downtown Campus is usually about 600; students enrolling there are entitled to enter classes on the Main Campus, to attend all programs, functions and many of the athletic events, and to participate in the extra-curricular activities on the Main Campus.

Admission to Guilford College is open to all students regardless of race or religion; the student body contains students from many parts of the United States and from several foreign countries, persons with widely different religious affiliations (nineteen percent are Quakers), a small number of Negroes and Orientals—all are individuals, all are at home in the Guilford College student body. The faculty too is diversified.

Criteria for admission are the ability to do creditable academic work, maturity, seriousness of purpose, and good moral character—these qualities are basic, desired in every college, prized wherever they exist. Guilford College wants something more; Guilford College seeks unusual students whose education is a challenge, a responsibility. This is a college for individuals, a place for growth and fulfillment.

Students are carefully chosen by the Committee on Admissions, which in making decisions considers rank in the graduating class, the College Entrance Examination Board scores, the letters of recommendation, and a carefully written three hundred word personal essay on the subject "What I Expect to Gain in College," done in the applicant's own handwriting. Thus the committee strives to make a decision which is both objective and subjective as it is based on records and recommendations and on impressions of the individual gained from his writing and perhaps from an interview.

INTRODUCTION TO GUILFORD

At present, Guilford College does not require that applicants submit results of scholastic achievement tests; but since these results are useful in determining a student's ability and may allow him to enter courses ordinarily above the freshman level, it is to his advantage to take such tests when he has the opportunity.

The applicant must be a graduate of a secondary school of approved standing. Of the sixteen units required for graduation, twelve must be in academic subjects. The following credits are suggested: English—four units, mathematics—three to four units, social sciences—one to four units, natural sciences—one to four units and foreign language—two to six units.

PROCEDURE FOR MAKING APPLICATION

1. Visit Guilford College or write for information, directing inquiries to Director of Admissions, Guilford College, Greensboro, North Carolina, 27410.
2. Secure an application blank, fill it in, and mail it to the Director of Admissions.
3. Enclose a $10.00 application fee.
4. Request the principal of the high school to forward a copy of your high school transcript and the scores on the College Board Examinations.
5. Ask the principal or high school guidance counselor and two other persons also well qualified to judge your qualities, aptitudes, and ambitions to write recommendations and mail them to the Director of Admissions.
6. Upon acceptance by Guilford College, send an additional deposit of $50.00 which will be applied on the first payment of college fees or refunded if the application for admission is withdrawn before May first.
7. Two months before entrance, forward the report of a physical examination made by your doctor and a certificate of vaccination for polio.

INTRODUCTION TO GUILFORD

All incoming students should be aware that Guilford expects students to support student government and the honor system, that smoking is confined to designated areas, and that the possession and use of intoxicating beverages on campus and at college functions off campus is forbidden. Regulations are printed in full in the student handbook, *The Pathfinder*.

TUITION AND FEES — 1967-1968

	Day	*Hobbs*	*Other Dorms*
Tuition and Special Fee	$1,000.00	$1,000.00	$1,000.00
Student Activity Fee	35.00	35.00	35.00
Room and Board	—	545.00	660.00
Total	$1,035.00	$1,580.00	$1,695.00

One-half due on Registration Day in September and January.

(For complete statement on fees see pages 185-8)

NEW STUDENT ORIENTATION

An orientation program planned to assist new students in becoming acquainted with faculty and fellow students and familiar with the college program and facilities is conducted prior to registration for the fall semester. Copies of the program will be mailed to all new students, and they are expected to participate in scheduled events. A staff of upperclass student leaders will be present to assist incoming students.



Guilford's
Independent
Program

EDUCATIONAL PROGRAM

THE GUILFORD IDEA

Guilford College was originally established as New Garden Boarding School in 1837 under the auspices of the Society of Friends (Quakers) and has the distinction today of being the oldest coeducational institution in the South. In 1889 the academic program was greatly expanded, and the school became Guilford College. Many additions and revisions of the academic program have also occurred since that time, but certain clear aims run continuously throughout Guilford's long history.

Guilford's educational emphasis from the first has been upon a strong program of liberal arts training as a means of producing informed and effective leaders for the Society of Friends, North Carolina, and the nation. The college's continuing philosophy of education was clearly stated in a minute adopted by the Board of Trustees in 1848:

> "By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."

Since this statement was written, much has been added to the knowledge of the world and to the means by which this knowledge can be most effectively taught, but this same subtle blending of the intellectual and moral resources of mankind remains a cardinal aim of a Guilford education today. Guilford exists as a conscious effort to blend rigorous intellectual discipline with the view that this knowledge only serves truly when it becomes a channel of effective service to one's fellows.

Although Guilford is deeply aware of its past and is understandably proud of it, its concern today is chiefly with the present and future. It is wholly committed to maintaining an education which is as relevant for our day,

with its changing problems, needs and opportunities, as that of the past was in its own time. To this end Guilford makes periodic efforts to review and strengthen its educational programs so that they continue to meet the developing needs of students and of our society in an era of rapid social, economic, and political change.

A great variety of types and quality exists among colleges today. Just being a college, therefore, does not mean very much. Colleges which make a difference are those which have a clear perception of the sort of academic community they are and intend to be. The following is an attempt to set forth the basic principles which underlie Guilford's educational fellowship today:

GUILFORD: An Educational Fellowship

A college is a very special type of social institution. While in certain areas the aims of the church and the church-related college overlap and thus reinforce each other, it should be recognized that there are important differences in their purposes and roles. A college serves the interests of truth through a special emphasis upon the training of man's intellectual faculties; its chief aims should be to acquaint the student with the elements of his cultural heritage and to help him to think cogently in terms of the evidence available in the many different areas of study. Essential to this process is the application of the techniques of criticism and of sound scholarship. If a college fails to demand a scholarly and inquiring attitude from its students, it fails in one of its most important obligations. But more than this, a college should reflect the fundamental truth that gaining knowledge is at best a *means* of education, not an end unto itself. The product of liberal education, after all, is not mere knowledge but educated persons.

The basic purpose of education at Guilford College is to liberalize the mind and spirit of the individual student.

Each of us is to some extent in bondage to our preconceptions; our attitudes and tastes tend to reflect, for instance, our regional upbringings and the attitudes of our family and immediate circle of friends. A liberal education, however, opens the windows of the mind upon a wider world, and the student comes to understand issues on a more comprehensive scale. For the first time, in many cases, the student comes to realize what the real issues of life are and as a consequence is able to choose his own values and goals deliberately and therefore freely.

Underlying the Guilford College program, furthermore, is the conviction that education is not merely a process of accumulating a specified number of credit hours and then exchanging these for a diploma. Guilford places emphasis upon all aspects of the college program as important elements in the educational experience, and the sharp distinction often drawn between learning in class and in activities outside the classroom tends not to hold. Education is not merely a matter of reading books and passing examinations, important though these are. Many of the most significant things which happen in the years at Guilford come from the common venture of working with others, and from a shared intellectual, social, and religious fellowship. A *community* of learning, a *shared* search for what is true and what is good, is one of the most important things which Guilford has to offer. Much of this search, of course, occurs in the classroom, where ideas and points of view are presented for discussion and criticism—but an important part of it also occurs in after-hour bull sessions, in informal discussion groups, and in the many extra-curricular activities. Any and all of these can be the means of gaining important insights. Community interest and involvement are also gained through the weekly convocations in which Guilford students are confronted by leading minds and spirits from many quarters of the world.

GUILFORD: A Small College

It is because Guilford is concerned to maintain this spirit of educational fellowship that it has chosen to remain a small college. It is important for each student to be able to have some significant contact with most of the other students and the faculty. Large student bodies tend to divide into separated sub-groupings, thus limiting the sense of true mutuality.

There is in the popular mind a tendency to confuse the function of a college with that of a university. Often people think that a college is an embryo university, and that its smallness is no more than an accident of growth. This, however, is far from being the case. Though both colleges and universities share in the important work of raising the level of human understanding and achievement, a university is a center of universal learning and usually includes many schools of specialized training. Its major aim is to provide an atmosphere for specialized study. A college, on the other hand, offers a more generalized program of studies; its aim is not to produce specialists who may go directly into the various professions, but to give the student a broader preparation and to cultivate his general ability to think coherently and intelligently about the issues which he will face as a citizen in our society. Such an education prepares the student to recognize and to weigh evidence for and against certain conclusions—and it seeks to make him sensitive to many of the creative challenges in his community and in the world at large. Above all, it seeks to help the student gain an understanding of the connectedness of knowledge and the bearing which the various subject-matter fields have upon each other. In this emphasis the college seeks to counteract the fragmentation of knowledge which tends to be produced by narrow specialization at the research and graduate-study level. The pattern of

human knowledge must often be divided into segments for the purpose of intensive study, but we also need to stress its integration for it to be humanly significant. This broader and more synoptic approach gives the student an excellent preparation for later attendance at a graduate or professional school at a university.

This broad type of education is best attained in colleges which are small enough to provide the genuine educational fellowship which has been described. Guilford's size, therefore, is a part of a deliberate pattern of education; Guilford could not accomplish those things which it has set itself to do if it were to grow beyond the limits of a small college.

While Guilford is a small college, it has established a variety of arrangements which offset what might be viewed as the limitations which smallness imposes. Although the enrollment of Guilford's Main Campus is limited to under one thousand students, the college has another campus in downtown Greensboro which enrolls over six hundred students in a nonresidential academic program. This means that the total number of the Guilford student body is around one thousand six hundred students, and that the faculty is of a size to accommodate this number. Thus a Guilford student has a greater variety of professors under whom to study than would normally be expected at most small colleges.

In addition, Guilford is developing cooperative programs with neighboring Greensboro College, Bennett College, and The University of North Carolina in Greensboro. There are several advantages to this arrangement: students at each of these institutions may take courses at the others and receive academic credit at their own college; the number of courses and programs available to each student is thus considerably greater than it otherwise could be; and by avoiding a needless duplication of courses, each college represented in this group can develop greater strengths in its remaining offerings.

Still another arrangement which Guilford is now seriously considering is the possibility of allowing students to do academic work off campus at various points in the United States and abroad. Seminars offering academic credit are currently in the planning stage for Washington and New York. Others, under direction of Guilford professors, are being planned abroad and will utilize the services of foreign scholars. Guilford does not accept the old idea that its educational programs must be wholly carried on upon its own campus, but is currently working on a system which will, in effect, make the world its campus.

Such arrangements as these offer the student the advantages of both a large and a small college without the disadvantages of either. The student has a wide range of choice in subject matter and type of educational experience, but at the same time he has a "home base" and basic involvement with the educational fellowship of Guilford College.

GUILFORD: A Christian College

Guilford is a Christian college. By this is meant more than merely the fact that Guilford was founded by a Christian group and that it has continuing legal responsibilities to that body. Guilford affirms that a life based on Christian values is the best of all lives for man in society today. It also affirms that these values help define the proper goals and restraints for the reasoning process itself.

Many church leaders today recognize the fact that religion is greatly benefited when faith is seriously and honestly confronted by reason. The probing questions put by the reasoning mind can do much to extend man's understanding in religion, and thereby make him sensitive to a wider range of thought and interpretation. On the other hand, rational thought is itself benefited when it is regulated by certain values accepted on the basis of faith. It is evident, particularly after two catastrophic wars and the threat of another, that man needs a basic commitment,

in addition to his reason and knowledge, in order to meet the crises of our day. Intellectual understanding, though absolutely imperative, is not enough!

Guilford intends to be the kind of college in which debate and serious thought are encouraged on all sorts of problems—including those of religion. We do not fear that the use of the mind will undermine significant religious convictions, and its responsible use is encouraged. Students are mis-served if they are spared a serious search for meaning in their college years. Such a search is a significant part of Christianity itself.

GUILFORD: A Quaker College

Guilford is a Quaker college, and its philosophy springs from the basic attitudes of its Quaker heritage. However, the college welcomes members of all faiths and races into its educational fellowship. There is no discrimination in admission on the basis of religion, and approximately 81% of Guilford students are members of other denominations. Clearly the Quaker aspect of Guilford College does not consist in the mere numbers of Quakers on the campus; its Quaker nature consists more essentially in the atmosphere and basic values which undergird our common life. Some of these may be summarily stated as follows: respect for the worth of each person; simplicity and directness in our dealings with one another; a sense of corporate guidance towards truth attained in part by free and open discussion; and involvement in work for peace and for the amelioration of social ills both at home and abroad.

GUILFORD IDEA

Guilford is a small Quaker liberal arts college. This is a shorthand way of saying many things about this institution. In summary, Guilford stands for these qualities and principles:

Academic integrity—a demanding intellectual discipline.

Intellectual community—an emphasis on the wholeness of knowledge and the shared search of a community of scholars.

Individual development—a focus on over-all development of the capacities of the individual student.

Religious center—a stress upon believing and questioning as basic to Christian growth.

Global involvement—a belief in international reconciliation through broader understanding.

These are the principles which underlie the Guilford educational community and which thereby explain its nature and distinctive form. The principles are not arbitrary —they were selected because Guilford believes that in this way it can best challenge the student, arouse his interest, and eventually help him to arrive at his fullest potential, both as an individual and as a member of society. Throughout all that we do we strive for a sense of the wholeness of life throughout its many aspects.

THE CORE CURRICULUM

Guilford's core curriculum is based on the principle that a liberal education should not only expand the horizons of each student's understanding, but also tend to develop such attitudes as openness, objectivity, curiosity, imagination, and sensitivity to creative possibilities beyond the obvious; it should at the same time safeguard the student against provincialism and prejudice which constrict the mind to a limited and narrow point of view. Above all, such education should fit the student for a life in modern society, making him aware of its complex problems and of his responsibilities as an educated citizen.

The core curriculum is a grouping of courses designed to focus the student's attention upon certain great areas of human concern: the humanities, the natural sciences, and the social sciences. The aim of such requirements is to make the student conversant with the characteristic types of problems, the methodologies of thinking and acting, and the creative opportunities which each of these areas affords, thereby preparing him for continued intellectual activity on his own.

In each of these three major areas, a number of introductory-level courses are offered so that the student has a certain amount of freedom in fulfilling the requirements of the core curriculum. Education can profitably be viewed as a three-term relation involving student, subject-matter, and teacher; what happens depends upon the individual combination. Giving the student some choice in how he fulfills the college requirements increases the likelihood of his achieving an exciting combination and helps him to build an increased sense of responsibility for directing his own education.

In physical science, the core curriculum provides for a selection from courses in geology, astronomy, biology, and natural science. Mathematics or logic is required. In

the area of social science, a general introduction is required together with a semester in economics, political science, or sociology. The requirement for humanities is a semester of English composition, two semesters of literature, art appreciation or a course in music, world history, and study of philosophy and religion.

The following summary shows the wide range of choice possible:

GUIDE TO SELECTION OF CORE CURRICULUM COURSES

(*indicates required course)

	Semester Hours
English 101*, 105*	10
Select two courses: English 201, 202, 223, 224, 233, 234.	
Fine Arts 204* *or* Fine Arts 211*.	3
Foreign Language—Pass Comprehensive in a foreign language*. (Course requirements waived for those with exceptional scores on placement tests.)	0-12
Humanities (nine hours in Philosophy and Religion with a minimum of three in each).	9
Philosophy 200 for three-hour minimum*.	
For the six-hour requirement: Philosophy 301-302 *or* Philosophy 200 plus *one* course selected from this list: Philosophy 211, 221, 302, 336, 339, 441, 446, 448.	
Religion 106, *or* 201, *or* 202 for three-hour minimum	
For six-hour requirement: Religion 105-106 *or* Religion 201 plus *one* of the following: Religion 202, 210, 221, 222, 226, 232.	

EDUCATIONAL PROGRAM

Mathematics or Logic—*Mathematics required for students preparing to teach.* 3- 6
Mathematics 103-104 required for elementary education majors.
Mathematics 111 or 121 for three-hour departmental requirement.
Mathematics 111-112 *or* 121-122 for six-hour departmental requirement.
Philosophy 190 (Logic) for departments not requiring mathematics.

Natural Science 6- 8
Select *one* of these courses: Natural Science 101, 103, 105, 107, Geology 221, Physics 111, Chemistry 111.
Select *one* of these courses: Natural Science 102, 104, 106, or Biology 113.

Physical Education 4
Physical Education Activity Courses required first four terms of attendance*.

Social Science 15
History 301-302*.
Psychology 200*.
Sociology 200*.
Select *one* of these courses: Economics 221, 230, Political Science 101, 102, 201, Sociology 220, 250, 391, or 392 (a non-major course).

MAJOR SUBJECT 24-36

TOTAL IN RELATED SUBJECTS APPROVED BY ADVISER AND IN MAJOR 54

ELECTIVES AND CORE CURRICULUM COURSES TO BRING TOTAL HOURS TO REQUIREMENT FOR GRADUATION 124

MAJORS OFFERED

BIOLOGY
BUSINESS MANAGEMENT
CHEMISTRY
ECONOMICS
ELEMENTARY EDUCATION
ENGLISH
FRENCH
HISTORY
MATHEMATICS
MUSIC
PHILOSOPHY
PHYSICAL EDUCATION FOR MEN AND WOMEN
PHYSICS
POLITICAL SCIENCE
PSYCHOLOGY
RELIGION
SOCIOLOGY
SPANISH

RELATED FIELDS

Related fields for each major are suggested in the descriptions of the various major departments; students, with aid from their advisers, should select the related field (or fields) best suited to their individual needs and interests. Courses in related fields may be chosen from courses listed in other major departments or from groups of courses not considered as majors in the present curriculum, namely:

CLASSICS
DRAMA AND SPEECH
FINE ARTS
GEOGRAPHY
GEOLOGY
GERMAN
RUSSIAN

ELECTIVES

It is also possible to select one elective or more from any listing and apply the hours and credits earned to the total required for graduation.

SEMINAR AND LECTURE PROGRAMS

The seminar method is variously used — nearly all departments conduct seminars for majors; many of them are now giving special emphasis to the relationship of seminar studies and the production of senior theses; freshman seminars are to be introduced in the fall of 1967. With the Public Affairs Seminars and the Seminar Abroad, education is extended beyond the college gates. The lecture program also contributes to the general education of the student body.

FRESHMAN SEMINARS

Guilford offers to approximately fifty students of better than average ability the opportunity of participating in Freshman Seminars as part of their first-year program. The seminars to be offered each year are carefully selected by a faculty committee from proposals made by faculty members who are prepared to consider with selected groups of not more than fifteen students some challenging topic in which the faculty member has some special interest and competence. The seminar is not to be a series of lectures or recitations on pre-selected materials but a serious attempt to dig into some manageable topic to discover what the problem is, what the resources for investigating it are, what methods are appropriate or available for its investigation, what conclusions have been arrived at by previous investigators. The seminars carry three semester hours credit.

PUBLIC AFFAIRS SEMINARS

Guilford College sponsors each year two public affairs seminars—the United Nations Seminar and the Washington Seminar. These seminars, under the general supervision of the Department of Political Science, make it possible for Guilford students to study for brief periods at the United Nations in New York City and in the nation's capital. Students who are chosen to participate in

these events study selected topics in conjunction with interviews and conferences with public officials.

SEMINARS ABROAD

Seminars Abroad is a summer program for students who are interested in learning about Europe. Most members register for the seminar in the fall and prepare for the following summer by studying the countries to be visited, attending a group seminar in Washington Embassies, and doing individual planning.

Fourteen centers of culture and history are visited: Amsterdam, Bonn, Cologne, Paris, Bern, Florence, Rome, Athens, Belgrade, Budapest, Vienna, Prague, Berlin, Copenhagen, and London were chosen for 1967. A week is spent in the major cities and three to five days in each of the others. The program includes parties with students in various countries, seminars on government, visits to places of cultural and historical interest, and free time for individual pursuits.

Travel is by air. Cost is based on actual expenses (in 1967 it was $1,540 for sixty-six days.)

These study seminars are conducted by Claude Shotts, a member of the Guilford staff, and are accompanied by a faculty member from the department which is currently supervising the study and assisting in making the tour an effective means of education.

On the satisfactory completion of the studies, which include preliminary preparation, advanced reading, seminars, and a formal report, Guilford students enrolled in the study seminar are entitled to received three hours credit in the field around which the summer study tour is organized.

ASSEMBLIES AND CONVOCATIONS

Assemblies and convocations are held on each Thursday morning at 10:00 o'clock and on two evenings during each semester. Students are required to attend.

EDUCATIONAL PROGRAM

By combining the resources of its own Lecture Series with those of the Piedmont University Center, which secures nationally known scholars and speakers in various fields as well as performing artists and offers each of its seventeen member colleges the opportunity to select lecturers and artists from its listing, Guilford College is able to provide exceptionally fine programs which enrich and deepen the education of its students.

NEWLIN HISTORY LECTURE AND PRIZES

Each year the History Department sponsors the Algie I. and Eva M. Newlin History Lecture, which is given by an outstanding historian; the department also awards the Algie I. and Eva M. Newlin History Prizes annually — a book to a freshman major and $50 to a senior major in history.

THE GUILFORD COLLEGE SYMPOSIUM

The Guilford College Symposium, a three-day program under the direction of a student-faculty committee, provides an opportunity for college and community to consider some of the larger issues facing the United States. The lectures are presented in one morning convocation and three evening sessions and given by nationally known leaders. Among the speakers in 1966 were Representative W. F. B. Dorn of South Carolina and Senator Wayne Morse of Oregon, and in 1967 Senator Ernest Gruening of Alaska. The 1967 program was broadcast from the Chapel Hill T.V. Station.

THE SUMMER SCHOOL PROGRAM

The summer session is designed primarily for students who wish to continue their studies during the summer to improve their scholastic standing or to take advantage of the opportunity to accelerate their programs and complete work for the degree in less than four years. A limited number of required freshman courses are offered so that incoming students who would like to begin their college work early may enroll for the summer term. Courses in education are offered, and teachers or prospective teachers can secure the course work or the practice teaching which they need to meet requirements.

Students from other colleges who wish to enroll for the summer term are required to include permission from their dean or registrar with their application to enter the summer session.

The summer program at Guilford College varies in length from year to year. In a nine-week session, students may earn up to ten hours credit; in two six-week terms it is possible to earn as much as fourteen hours credit. At the Downtown Campus, there is a summer term with classes conducted in the evening.

Information concerning summer programs is contained in a Guilford College Bulletin printed early in the spring. Address requests to the Director of Admissions.

THE LIBRARIES

The center of the educational process at Guilford College may be found in its libraries, which maintain resources coordinated to support all areas of the curriculum. In recent years, increased appropriations have contributed to an unprecedented growth in all library collections and physical facilities.

The Campus Library houses a collection of 72,000 books and periodicals intended primarily for a liberal arts curriculum. In addition to books and periodicals, there are

collections of art prints, microfilm, unbound pamphlets, and phonograph records. The library subscribes to approximately 625 periodicals and 17 newspapers.

In 1964, an addition to the library doubled its size so that now there are three main study areas, each providing a special service: the Reserve Room, the Reference Room, and the Main Reading Room, which contains the current periodicals. Seminar rooms, small study rooms, a typing room, individual study carrels in the stack rooms, and a student lounge are also available. A Curriculum Materials Center has recently been developed to provide a study and training facility for students intending to teach in elementary and secondary schools. The Fine Arts Room, although designed primarily as a pleasant room for the use of faculty committees, discussion groups and seminars, and for informal teas, is available for individual and group use of audio-visual equipment. A Xerox 914 Copying Machine has been installed on the main floor for use by students and faculty.

Because of its historical, genealogical and institutional significance, the Quaker Collection holds a unique place in libraries of the Southeast. This collection is housed in special quarters consisting of a display room, a research room, an enclosed stack area, and a fireproof vault in which North Carolina Yearly Meeting has deposited the 400 manuscript books which contain North Carolina records of the Society of Friends dating from 1680 to the present. The Quaker Collection also contains historical materials bearing on the history of Guilford College and of North Carolina, seventeenth and eighteenth century volumes of Quaker history and biography, manuscript journals, pamphlets, pictures, microfilm and Quaker costumes.

EDUCATIONAL PROGRAM

The Downtown Campus Library occupies Rooms 202-206 in the administration and class room building at 501 West Washington Street. It has a book collection of approximately 10,000 volumes and subscribes to 76 periodicals. Like the Campus Library, it maintains a collection of pamphlets. In 1966 the reader and stack area in the Downtown Campus Library was expanded by the addition of another room so that presently space is provided for approximately 80 readers and for additional growth of the collection.

A messenger service and book exchange is maintained between the two libraries so that patrons on either campus who desire materials in the other library, need only make their bibliographical needs known to one of the librarians on duty. Insofar as possible, the need will be met promptly. It should be noted also that students at both campuses may avail themselves of the services provided by either library.

Both libraries are comfortable, quiet places for effective study and research. Readers have free access to study and shelf areas, the library staff provides a course in bibliography and bibliographical method and is glad to assist students and to meet special needs which they may have.

COURSES OF INSTRUCTION

BIOLOGY

Professor Bryden, Chairman
Assistant Professors Rundell, Ward
Instructor Carrow

A major in biology as presented at Guilford College, will equip the student with the basic knowledge of biological principles in the field of classical biology as well as in the field of molecular biology so that he is well prepared to enter any of the several fields of graduate study open to biology students. In addition, a student who has majored in biology and has taken the prerequisite related subjects is prepared to enter professional schools such as medicine, dentistry, and other schools of applied biology. The Biology Department also offers course work for students preparing to teach in the secondary schools.

A major in biology will consist of twenty-seven hours which must include Biology 113 and Biology 114 (or equivalent) and Biology 221-222, and Biology 470. In addition, each biology major should take one course with emphasis on physiology such as Biology 331, 334, or 337. Biology 113-114 is prerequisite to all advanced courses. The student must take a minimum of one year of chemistry, preferably more, and one year of physics.

Students who are preparing for secondary education work should take Biology 223 or Biology 224 and Biology 332, in addition to the courses listed above.

BIOLOGY 113—GENERAL BIOLOGY.

Credit: four hours first semester. Three lectures and four laboratory hours per week.

Introductory cell structure and function, genetics, plant morphology, taxonomy, physiology, and evolution.

BIOLOGY 114—GENERAL BIOLOGY.

Credit: four hours second semester. Three lectures and four laboratory hours per week.

BIOLOGY

Introductory animal morphology, anatomy, physiology, ecology, taxonomy, and evolution.

BIOLOGY 221—COMPARATIVE VERTEBRATE ANATOMY

Credit: four hours first semester. Two lectures and six laboratory hours per week.

A brief survey of the main classes of vertebrates followed by a detailed comparative study of vertebrate anatomy. The vertebrate types studied in the laboratory in detail are the shark, necturus, and cat.

BIOLOGY 222—COMPARATIVE VERTEBRATE EMBRYOLOGY.

Credit: four hours second semester. Two lectures and six laboratory hours per week.

A detailed review of the processes of germ cell development, fertilization, and cleavage followed by a comparative study of the development of the frog, chick, pig, and man.

BIOLOGY 223—GENERAL BOTANY.

Credit: four hours first semester. Three lectures and three laboratory hours per week.

Morphology and physiology of the higher plants. Some study of taxonomy, ecology, and evolution is included also.

BIOLOGY 224—FIELD BOTANY.

Credit: three hours second semester. One lecture and six laboratory hours per week.

A survey of the plant kingdom emphasizing field study and identification.

BIOLOGY 234—ELEMENTS OF STATISTICS.

(ECONOMICS 234) (BUSINESS MANAGEMENT 234).

Credit: three hours a semester.

Elementary, basic statistical principles and methods common to a number of departments in a liberal arts college.

Offered both semesters.

Prerequisite: First-year college mathematics or the equivalent is desirable.

Not open to first-year students.

BIOLOGY 331—GENERAL PHYSIOLOGY.

Credit: four hours first semester. Three lectures and three laboratory hours per week.

Physiological processes of cells and their relationship to body functions.

BIOLOGY 332—INVERTEBRATE ZOOLOGY.

Credit: four hours second semester. Two lectures and four laboratory hours per week.

An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.

BIOLOGY 333—MICROBIOLOGY.

Credit: four hours first semester. Two lectures and six laboratory hours per week.

Structure, development and functions of bacteria and other micro-organisms. Emphasis on concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria.

Prerequisites: in addition to Biology 113, Chemistry 111 and Chemistry 112.

BIOLOGY 334—MICROBIAL PHYSIOLOGY.

Credit: four hours second semester. Two lectures and six laboratory hours per week.

Microbial growth, death, reproduction, nutrition, structure, and metabolism described in biochemical terms with laboratory application to microbiology and other areas of basic science.

Prerequisites: Biology 333 and Chemistry 223-224, which may be taken concurrently. Variations in these prerequisites may be made only with the instructor's permission.

BIOLOGY 336—PARASITOLOGY.

Credit: three hours second semester. Two lectures and three laboratory hours per week.

A comprehensive study of the field of parasitology, treating of such subjects as life cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention.

BIOLOGY

BIOLOGY 337—PLANT PHYSIOLOGY.

Credit: three hours first semester. Two lectures and three laboratory hours per week.

Physiological processes of plants with particular emphasis on the higher plants.

BIOLOGY 338—GENERAL ECOLOGY.

Credit: four hours second semester. Two lectures and six laboratory hours per week.

A study of the principles of ecology. The laboratory and field work, although paying particular attention to animals, includes a study of factors governing the distribution of both plants and animals.

BIOLOGY 441-442—HUMAN ANATOMY AND PHYSIOLOGY.

Credit: three hours each semester. Two lectures and three laboratory hours per week.

Anatomy of the human body and dynamics of body function with particular emphasis upon such subjects as the skeletal system, the muscular system, the nervous system, and body metabolism; intended primarily for junior and senior students who are majoring in physical education. Open to other students only by permission of the instructor.

Offered 1967-68 and alternate years.

BIOLOGY 443—GENETICS.

Credit: four hours first semester. Three lectures and three laboratory hours per week.

A study of the principles of heredity.

BIOLOGY 470—THESIS SEMINAR.

Credit: three hours first semester.

Sophomore and junior speeches: selection of subject for thesis, writing done according to the form for scientific publication.

BIOLOGY 490—DEPARTMENTAL HONORS.

BUSINESS EDUCATION

Assistant Professor Adams, Chairman
Instructors Hall, Mallard, T. Walker

To meet the needs of business and industry in the Piedmont area for personnel possessing exceptional secretarial and accounting skills, the Downtown Campus of Guilford College offers a two-year Business Education program leading to an Associate of Arts degree. This is a college-credit program which includes a number of liberal arts courses and is designed to prepare students for positions of responsibility. Some of the courses offered are transferable to the four-year degree programs.

BUSINESS EDUCATION 111—BEGINNING TYPEWRITING.

Credit: two hours a semester.

Fundamental principles of touch typewriting with emphasis upon the proper manipulation of the keyboard, operation of the machine, and development of accuracy.

Offered both semesters.

BUSINESS EDUCATION 112—INTERMEDIATE TYPEWRITING.

Credit: two hours a semester

Continuation of the fundamental skills with emphasis on development of speed; writing of business letters and typing office forms and reports will be stressed.

Offered both semesters.

BUSINESS EDUCATION 113—SIMPLIFIED GREGG SHORTHAND THEORY.

Credit: Three hours a semester.

Introductory study of brief forms with emphasis on formation of characters. Functional dictation will also be included.

Offered both semesters.

BUSINESS EDUCATION 114—SIMPLIFIED GREGG SHORTHAND THEORY.

Credit: Three hours a semester.

Continuation of Business Education 113 with greater emphasis upon dictation.

Offered both semesters.

BUSINESS EDUCATION

BUSINESS EDUCATION 115—ADVANCED TYPEWRITING.

Credit: two hours second semester.

Production work with emphasis on speed and accuracy.

Prerequisite: Business Education 111-112 or equivalent.

BUSINESS EDUCATION 116—BUSINESS COMMUNICATIONS.

Credit: three hours a semester.

A course designed to provide the student with an understanding of the need for effective communication and to develop the skillful application of the fundamental principles of business letterwriting.

Offered both semesters.

BUSINESS EDUCATION 117—MATHEMATICS OF FINANCE.

Credit: Three hours a semester.

The application of basic mathematic principles to the current problems pertinent to the business world, including taxes, payroll, analysis of financial statements, etc.

Offered both semesters.

BUSINESS EDUCATION 118—OFFICE MACHINES.

Credit: two hours a semester.

Operation of office machines including calculators, adding machines, fluid process duplicators, and transcribing machines.

Offered both semesters.

BUSINESS EDUCATION 221—ADVANCED DICTATION.

Credit: three hours second semester.

Development of transcription skill with emphasis on mailable transcripts.

BUSINESS EDUCATION 224—SECRETARIAL PRACTICE.

Credit: three hours second semester.

Routine secretarial procedures and application of the knowledge and skills acquired in previous courses to business situations.

BUSINESS MANAGEMENT

Professor Courtney, Chairman
Instructor Grubbs

The objective of the Department of Business Management is to develop an effective program delineating not only the development and understanding of the principles and methodology which govern the organization and administration of business enterprise, but also of an understanding of the problems and the larger relationships of the economy as a whole.

To meet the exacting demands of tomorrow's environment, the individual requires a high degree of professional competence in technical and specialized aspects in business management and, in addition, a broad grasp of economic, social, human, cultural, and political values. Therefore, the Business Management Department, while operating within the framework of an inter-disciplinary organization, has as its basic foundation the liberal arts program and requires all of the courses contained in the Guilford College core curriculum.

I. Admission: Based on required admissions standards of Guilford College.

II. Field: Management
Areas: Accounting
Management
Managerial Economics

III. Requirements for majors:

In areas of accounting, the prerequisite is three hours mathematics (Mathematics 111). The following courses in Business Management are required: 213, 221-222, 225-226, 227, 325-326, 327, 336, 428-429.

In the area of management, the prerequisites are six hours of mathematics

(Mathematics 111, 112 and 105). The following courses in Business Management are required: 221-222, 225-226, 227, 234, 331, 335, 336, 410, 420, 424. In the area of managerial economics, the prerequisites are nine hours of mathematics (Mathematics 111-112 and 105). The following courses in Business Management are required: 221-222, 225-226, 234, 331, 335, 336, 410, 420, 424, 425.

BUSINESS MANAGEMENT 213—BUSINESS LAW I.

Credit: three hours first semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, and negotiable instruments.

Not open to first-year students.

BUSINESS MANAGEMENT 214—BUSINESS LAW II.

Credit: three hours second semester.

Continuation of Business Law I. The principles of law which govern partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts.

Prerequisite: Business Management 213.

BUSINESS MANAGEMENT 221-222—PRINCIPLES OF ECONOMICS. (ECONOMICS 221-222).

Credit: three hours each semester.

This survey course is planned to give a general understanding of the fundamental principles, organizations, and operations of our political economy.

BUSINESS MANAGEMENT 225—ELEMENTS OF ACCOUNTING I. (ECONOMICS 225).

Credit: three hours first semester.

This course is a study of the methods of modern accounting practice. Subjects considered are theory of debit and credit, record making, organization of accounts, study

of the complete accounting cycle and presentation of financial statements. The semester's work will consider the methods and practices applicable to the individual proprietorship.

BUSINESS MANAGEMENT 226—ELEMENTS OF ACCOUNTING II. (ECONOMICS 226).

Credit: three hours second semester.

Continuation of the study of accounting principles and practices with emphasis on accounting for partnerships and corporations.

Prerequisite: Business Management 225.

BUSINESS MANAGEMENT 227—ACCOUNTING THEORY.

Credit: three hours first semester.

A critical examination and analysis of accounting principles with emphasis on determination of cost and income, valuation and statement presentation. Study of current problems presented in accounting literature and business cases.

Prerequisite: Business Management 225-226.

BUSINESS MANAGEMENT 234—ELEMENTS OF STATISTICS. (ECONOMICS 234) (BIOLOGY 234).

Credit: three hours second semester.

This course covers elementary, basic statistical principles and methods common to a number of departments in a liberal arts college. First year college mathematics or equivalent is desirable.

Not open to first-year students.

BUSINESS MANAGEMENT 235—INTERMEDIATE ACCOUNTING.

Credit: three hours first semester.

This course covers a review of accounting records and closing procedures, with emphasis on the corporation. It deals with the application of accounting principles of income determination and valuation of assets, liability, and net worth accounts. Also included is a study of financial statement presentation, analysis of working capital, and the statement of application of funds.

Prerequisite: Business Management 225-226.

BUSINESS MANAGEMENT 326—ADVANCED ACCOUNTING.

Credit: three hours second semester.

A study of partnership formation, dissolution and liquidation, receivers' accounts, estates and trusts, the accounting applications of compound interest and annuities, home office and branch accounting, and parent and subsidiary accounting. It also includes the preparation and interpretation of consolidated balance sheets and profit and loss statements.

Prerequisite: Business Management 325.

BUSINESS MANAGEMENT 327—COST ACCOUNTING.

Credit: three hours first semester.

A study of cost systems, including job orders process, and standard costs. The course includes laboratory work in each area.

Prerequisite: Business Management 225-226.

BUSINESS MANAGEMENT 331—MONEY AND BANKING. (ECONOMICS 331).

Credit: three hours first semester.

A study of the nature of money, monetary policies, and the United States banking system with emphasis on the commercial banking process and its relation to central banking. A comparison is made with foreign banking systems.

Prerequisite: Business Management 221-222.

BUSINESS MANAGEMENT 335—BUSINESS ORGANIZATION AND MANAGEMENT. (ECONOMICS 335).

Credit: three hours first semester.

Principles, practices and problems involved in organizing and managing business enterprises, illustrated by a consideration of cases.

Prerequisites: Business Management 221-222 and 225; 226 is also advised.

BUSINESS MANAGEMENT 336—BUSINESS FINANCE.

Credit: three hours second semester.

BUSINESS MANAGEMENT

Principles and practices of corporate finance, types of securities and characteristics, problems of financial allocation of corporate resources. Emphasis is upon the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments and capital budgeting.

Prerequisites: Business Management 221-222 and 226.

BUSINESS MANAGEMENT 410—INVESTMENTS.

Credit: three hours first semester.

Principles and problems of investments, types of risk, timing, selection, institutional factors; basic determinants of investment values as applied to specific groups and companies.

Prerequisites: Business Management 335 and 336.

BUSINESS MANAGEMENT 420—COMPUTER SCIENCE.

Credit: three hours first semester.

Principles of computer operation, structure, programming, application of computer techniques to accounting and business problems. Study of auxiliary equipment for electronic data processing.

Prerequisite: Senior standing or permission of Business Management Department.

BUSINESS MANAGEMENT 424—MARKETING MANAGEMENT.

Credit: three hours first semester.

Planning and control of marketing operations as a systems' analysis. Includes forecasting and planning, modern control techniques, and appraisal of distribution costs and their control.

Prerequisite: Senior standing or permission of Business Management Department.

BUSINESS MANAGEMENT 425—MANAGERIAL ECONOMICS.

Credit: three hours second semester.

The application of economic analysis to the formulation and solving of management problems and the determination of business policy.

Prerequisite: Senior standing or permission of Business Management Department.

BUSINESS MANAGEMENT 428—AUDITING.

Credit: three hours first semester.

Auditing theory and practice, including the responsibilities and work of the auditor in his examination of financial statements, systems of internal control, accounting procedures, and accounting records and other supporting evidence; emphasis on generally accepted accounting principles and auditing procedures established by the American Institute of Certified Public Accountants.

Prerequisite: Business Management 325-326.

BUSINESS MANAGEMENT 429—FEDERAL TAXATION.

Credit: three hours second semester.

A detailed study of the Federal Income Tax law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships and corporations.

Prerequisite: Senior standing or permission of Business Management Department.

BUSINESS MANAGEMENT 450—C.P.A. PROBLEMS.

Credit: three hours first semester.

General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations. The chief objective of this course is to provide opportunity for review and preparation for the C.P.A. examination. (Instruction to be conducted on an accelerated basis and completed prior to the C.P.A. examination given in November.)

This course is allowed as an elective by accounting area emphasis students. It is a prerequisite for Certified Public

Prerequisite: All required courses in accounting and related subjects.

Accountant's Examination).

BUSINESS MANAGEMENT 470—SENIOR THESIS.

BUSINESS MANAGEMENT 490—DEPARTMENTAL HONORS.

CHEMISTRY

Professor Ljung, Chairman
Instructor Anderson

The aim of the Chemistry Department is to equip its graduates with the fundamental tools of chemistry which will enable them to enter graduate school or industry.

A major in chemistry consists of thirty-five hours and a thesis. In addition, mathematics through calculus and at least eight hours of physics are required.

CHEMISTRY 111—ELEMENTARY PHYSICAL CHEMISTRY.

Credit: four hours first semester. Three lectures and three laboratory hours per week.

Properties of gases, liquids and solids, the physical properties of solutions and accompanying theories, atomic structure and bonding, coordination chemistry, electrochemistry, and introductory nuclear chemistry.

CHEMISTRY 112—QUALITATIVE INORGANIC ANALYSIS.

Credit: four hours second semester. Two lectures and six laboratory hours per week.

Inorganic chemistry, and elementary physical principles of equilibria, ionization equilibria, solubility product, pH, common-ion effect, complex ions, hydrolysis.

Prerequisite: Chemistry 111.

CHEMISTRY 220—NUCLEAR CHEMISTRY AND RADIOACTIVITY.

Credit: three hours a semester. Two lectures and three laboratory hours per week.

Radioactive disintegration series, radioactive isotopes (natural and artificial), and laboratory techniques.

Prerequisite: Chemistry 111-112.

CHEMISTRY 221—QUANTITATIVE ANALYSIS.

Credit: fours hours first semester. Two lectures and six laboratory hours per week.

Quantitative inorganic analysis by gravimetric (precipitation and electrode-position) and volumetric procedures (acid-base, EDTA, oxidation-reduction, and complexometric titrations).

Prerequisite: Chemistry 112.

CHEMISTRY 222—QUANTITATIVE ANALYSIS

Credit: four hours second semester. Two lectures and six laboratory hours per week.

Quantitative inorganic analysis by instrumentation, including coulometry, conductance titrations, pH measurements, colorimetry, oxidation-reduction titrations and EMF measurements, polarography and gas chromatography.

Prerequisite: Chemistry 221.

CHEMISTRY 223-224—ORGANIC CHEMISTRY.

Credit: four hours each semester. Two lectures, one quiz period, and six laboratory hours per week.

Carbon compounds, uses, sources, preparation, and laboratory techniques, including polarimetry and IR analysis.

Prerequisite: Chemistry 111-112.

CHEMISTRY 331-332—PHYSICAL CHEMISTRY.

Credit: four hours each semester. Three lectures and three laboratory hours per week.

Survey of physical chemical principles.

Prerequisites: Chemistry 111, 112, 221.

CHEMISTRY 470—THESIS.

Credit to be determined.

Research in laboratory, in library, and conferences on a special problem.

CHEMISTRY 490—DEPARTMENTAL HONORS.

CLASSICS

Associate Professor A. Deagon

CLASSICS 101-102—ELEMENTARY GREEK. (GREEK 101-102).

Credit: three hours each semester.

An introduction to Attic Greek based on fifth century authors with sight reading in the New Testament.

CLASSICS 103-104—INTERMEDIATE GREEK. (Greek 103-104).

Credit: three hours each semester.

Further study of classical authors and readings in the New Testament.

CLASSICS 202-203—ELEMENTARY LATIN. (LATIN 201-202).

Credit: three hours each semester.

An introduction to Ciceronian Latin based on the original texts with sight reading in Medieval Latin.

CLASSICS 203-204—INTERMEDIATE LATIN. (LATIN 203-204).

Credit: three hours each semester.

Further study of classical authors and readings in Medieval Latin.

CLASSICS 301—CLASSICAL LITERATURE IN TRANSLATION.

Credit: three hours first semester.

A study of the masterpieces of Greek and Roman literature with emphasis on their relationship to the history and thought of the ancient world.

CLASSICS 302—CLASSICAL MYTHOLOGY.

Credit: three hours second semester.

An examination of Greek mythology from its primitive origins, with emphasis on its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines.

CLASSICS 411—THE HISTORY OF GREECE. (HISTORY 411).

Credit: three hours first semester.

An investigation of Greek civilization from its origin in the Minoan-Mycenean period through the death of Alexander, with particular emphasis on the conflicts and achievements of the fifth century.

Offered 1968-69 and alternate years.

CLASSICS 412—THE HISTORY OF ROME. (HISTORY 412).

Credit: three hours second semester.

An investigation of Roman civilization from its origins in Italy through the age of Constantine, with particular emphasis on the constitutional development of the republic and the empire.

Offered 1968-69 and alternate years.

DRAMA AND SPEECH

Assistant Professor D. Deagon
Instructor Gilbreath

Courses in drama and speech are offered to give students a sound background in the growth of drama as a literary type, to deepen their appreciation for its excellence as literature, to give them the technical knowledge necessary to prepare them to select, stage, and direct plays for presentation in secondary schools, and to improve the quality of their speech.

DRAMA 225—ACTING CLASS.

Credit: three hours a semester.

A concentrated course offered for eight weeks in connection with a play being produced; two weeks devoted to a detailed study of the play and of other plays by the author, his style of theater and relationship to the history of the drama; six weeks spent in rehearsal, emphasis on techniques of effective acting.

Offered both semesters.

DRAMA AND SPEECH

DRAMA 227—PLAY PRODUCTION.

Credit: three hours first semester.

Technical aspects of theatrical production, historical survey of production techniques from the earliest theatres to the present, practical experience through work on college productions; minimum of sixteen hours laboratory work required.

DRAMA 228—PLAY PRODUCTION.

Credit: three hours second semester.

Artistic aspects of play production, problems of the actor and the director, variety of styles of theatrical production as studied in selected plays; term project and sixteen hours of laboratory work required.

DRAMA 327—DEVELOPMENT OF DRAMA I.

Credit: three hours first semester.

Drama from the time of the Greeks to Ibsen: one or two classical dramas, plays chosen from the literature of many countries and written by such dramatists as Cervantes, Lope de Vega, Molière, Racine, Goethe, Hugo, Gogol, and Sardou, possibly some examples of oriental drama.

DRAMA 328—DEVELOPMENT OF DRAMA II.

Credit: three hours second semester.

Drama from the time of Ibsen to the present: plays by such dramatists as Ibsen, Strindberg, Chekhov, Shaw, Sartre, Ionesco, Anouilh, and others.

SPEECH 117—PUBLIC SPEAKING.

Credit: three hours a semester.

Intensive practice in the techniques of effective public address, with special attention to the composition of speeches and to the speech problems of individual students; at least eight speeches required.

Offered both semesters.

ECONOMICS

Dana Professor Abdul-Magid, Chairman,
and Professor Wyckoff
Associate Professors Lockard, Parkhurst, Robbins
Assistant Professor T. Moore

The purpose of this department is to acquaint students with the principles and practices which govern our economic system, to develop a capacity to analyze economic problems and, where possible, to suggest policies and procedures for solutions.

For the student who elects to major in economics and business administration, Economics 221-222 (Economic Principles) as the basic two-semester course is required; Economics 221 must be passed before enrollment in Economics 222.

A major in economics requires a minimum of thirty credit hours, including at least twelve hours on the 300-400 level. The courses chosen for related fields must have the approval of the faculty adviser in the Economics Department.

Students who plan to obtain a teaching certificate in the social sciences and who include economics must take Economics 221. For other appropriate courses in economics, see the chairman of the department.

Majors in economics who plan to enter graduate schools in economics or business administration are advised to enroll for Statistics (Economics 234) and Intermediate Economic Analysis (Economics 321). Such students should consult their advisers about other appropriate courses and in their senior year should take the relevant graduate study examinations.

ECONOMICS 111—AMERICAN ECONOMIC HISTORY.

Credit: three hours a semester.

Through its historical approach, this course presents all major phases of the economic growth of the United States.

Not open to majors in economics in their senior year. Offered both semesters.

ECONOMICS

ECONOMICS 112—INTRODUCTION TO BUSINESS.

Credit: three hours a semester.

Introduction to the basic forms, purposes, responsibilities, and operations of business.

Not open to majors in economics in their senior year. Offered both semesters.

ECONOMICS 221-222—PRINCIPLES OF ECONOMICS. (BUSINESS MANAGEMENT 221-222).

Credit: three hours each semester.

This survey is planned to give a general understanding of the fundamental principles, organizations, and operations of our political economy.

Required of all majors in economics, and advised for students selecting economics as a related field. Not open to first-year students except by written permission of the department chairman.

ECONOMICS 223—BUSINESS LAW I. (LAW AND SOCIETY).

Credit: three hours first semester.

An introduction to the fundamental principles of law (including contracts) in our judicial system with emphasis upon the cultural, philosophical, and analytical approaches of law as a social science. Law is viewed as a decision-making process and in its relation to other disciplines.

Not open to first-year students.

ECONOMICS 224—BUSINESS LAW II.

Credit: three hours second semester.

A continuation of Economics 223: the values of the community, reasons for rules, and legal concepts; legal issues studied in agencies, partnerships, corporations, labor relations, sales, negotiable instruments, bailments, insurance, property, landlord and tenant agreements, and wills.

Prerequisite: Economics 223.

ECONOMICS 225—ELEMENTS OF ACCOUNTING I. (BUSINESS MANAGEMENT 225).

Credit: three hours first semester.

Modern accounting theories and practices with emphasis upon applications by individual proprietorships.

Not open to first-year students.

ECONOMICS 226—ELEMENTS OF ACCOUNTING II. (BUSINESS MANAGEMENT 226).

Credit: three hours second semester.

Continuation of Accounting I, but directed more toward partnerships and corporations; includes cost accounting, analysis, and interpretations of financial statements.

Prerequisite: Economics 225.

ECONOMICS 230—PERSONAL ECONOMICS.

Credit: three hours a semester.

This course is especially for upper-class students who have not selected economics as a major or related field. It is concerned with consumer economics such as budgets, installment buying, banking, insurance, home ownership, taxes, investment, and estate planning.

Receives no credit on economics as a major, but accepted as an elective.

Offered both semesters.

ECONOMICS 234—ELEMENTS OF STATISTICS. (BIOLOGY 234). (BUSINESS MANAGEMENT 234).

Credit: three hours a semester.

Elementary, basic statistical principles and methods common to a number of departments in a liberal arts college.

Offered both semesters.

Prerequisite: First-year college mathematics or the equivalent is desirable.

Not open to first-year students.

ECONOMICS 321—INTERMEDIATE ECONOMIC ANALYSIS.

Credit: three hours a semester.

ECONOMICS

Theories and practices both in microeconomics (price and distribution) and macroeconomics (national income and components).

Offered both semesters.

Prerequisite: Economics 221-222.

ECONOMICS 324—ELEMENTS OF MARKETING.

Credit: three hours second semester.

The functions performed in the marketing of goods, the agencies as well as marketing methods and policies involved in sales promotion, merchandising, and advertising.

Prerequisite: Economics 221-222.

ECONOMICS 331—MONEY AND BANKING. (BUSINESS MANAGEMENT 331).

Credit: three hours first semester.

The nature of money, monetary policies, and the United States banking system with emphasis on the commercial banking process and its relation to central banking; a comparison with foreign banking systems.

Prerequisite: Economics 221-222.

ECONOMICS 332—PERSONNEL AND INDUSTRIAL PSYCHOLOGY. (PSYCHOLOGY 332).

Credit: three hours second semester.

Application of psychology to problems of employee selection, adjustment, training, and the efficiency of performance in business and industry.

Prerequisite for majors and for students selecting economics as a related field: Economics 221-222 and Psychology 241 or equivalent.

ECONOMICS 335—BUSINESS ORGANIZATION AND MANAGEMENT. (BUSINESS MANAGEMENT 335).

Credit: three hours a semester.

Principles, practices, and problems involved in organizing and managing business enterprises, illustrated by a consideration of cases.

Offered both semesters.

Prerequisites: Economics 221-222 and 225; 226 also advised.

Basic financial aspects of business enterprise, especially the corporation from the point of view both of management and of the investor. Cases are used.

Prerequisite: Economics 221-222.

ECONOMICS 342—COMPARATIVE ECONOMIC SYSTEMS.

Credit: three hours second semester.

The traditional systems and problems of political economics within the capitalistic-communistic spectrum of older countries; also similar aspects of the less developed nations.

Prerequisite: Economics 221-222.

ECONOMICS 348—INDUSTRIAL SOCIOLOGY. (SOCIOLOGY 348).

Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factorial and comparable organizations as social systems.

Offered 1966-67 and alternate years.

ECONOMICS 432—INTERNATIONAL ECONOMIC RELATIONS.

Credit: three hours second semester.

The principles, policies, and current practices of international economics including trade restrictions; consideration of problems and forms of world economic development.

Prerequisite: Economics 221-222.

ECONOMICS 440—GOVERNMENT AND ECONOMIC POLICIES. (POLITICAL SCIENCE 440).

Credit: three hours first semester.

This course integrates those parts of economics, political science, and law which pertain to organized private interest or pressure groups (as in business, labor, agriculture). Contemporary philosophies in these fields as well as techniques of administration are studied.

Prerequisite: Economics 221-222.

ECONOMICS 441—LABOR ECONOMICS.

Credit: three hours first semester.

The development of the labor movement, issues involved in collective bargaining, and the evolution of public policy in labor relations; social, economic, and political programs of unions, and relevant legislation.

Prerequisite: Economics 221-222.

ECONOMICS 442—PUBLIC FINANCE.

Credit: three hours second semester.

The economic principles and applications of public revenues, expenditures, debt on the various levels of government: local, state, national, and international; fiscal policies and their effects.

Prerequisite: Economics 221-222.

ECONOMICS 448—SENIOR SEMINAR.

Credit: three hours a semester.

Selected issues in economics and related fields; through reports and discussions, the students are expected to synthesize the knowledge gained in more specialized courses. (Senior thesis, sophomore and junior speeches included.)

Offered both semesters.

This seminar is required of all majors in economics in their senior year.

ECONOMICS 470—SENIOR THESIS.

ECONOMICS 490—DEPARTMENTAL HONORS.

EDUCATION

Professor Appenzeller
Associate Professors Bailey, Chairman, and Lanier
Assistant Professors Bell and Reddick

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, to provide for their practice in directed teaching situations in the public schools, and thus to equip the student for service as a teacher in the public schools, both elementary and secondary. The preparation of teachers has been one of the important objectives of Guilford College since its founding.

In conformity with the requirements of the "Approved Program Approach to Teacher Education" recently adopted by the state of North Carolina, all students wishing to secure a teacher's certificate must apply for admission to the Teacher Education Program.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are Education 221 and 372, Psychology 226 and 331; music education majors take Education 381 and/or Education 382; physical education majors, Education 384; and academic secondaries, Education 388; all take Education 400. All students planning to obtain a secondary certificate should consult the designated coordinator in the Education Department for information about the requirements for certification.

Those students planning to teach in the elementary school major in elementary education. This major consists of Education 221, 222, 326, 328, 331, 345, 346, 366, 371, 386, and 400. All of these courses are required. Related courses required for certification are Mathematics 103-104, History 221-222, Political Science 101, Geography 113-114, Music 111 or 112, Natural Science 306, English 329. Three hours of credit in applied music may be counted in lieu of Music 111-112.

EDUCATION

Any student having previously been admitted to the teacher education program and wishing to do student teaching must apply for admission to student teaching. *Such application must be filed in writing with the Department of Education at the time of registration for the second semester of the junior year.*

EDUCATION 221—EDUCATION IN AMERICA.

Credit: three hours a semester.

and sociological orientation concerning schools and education in our society. It deals with the organization and control of the public schools and the relationships between local, state, and federal governments and with international affiliations. The roles of the school, the education profession, and the teacher in the community and in a democratic society are discussed. Contemporary problems in education are related to the past and the future.

Offered both semesters.

EDUCATION 222—THE PSYCHOLOGY OF CHILDHOOD. (PSYCHOLOGY 222).

Credit: three hours a semester.

A detailed examination of factors affecting the physical and psychosocial development of the human being from conception to puberty.

Offered both semesters.

EDUCATION 226—THE PSYCHOLOGY OF ADOLESCENCE. (PSYCHOLOGY 226).

Credit: three hours a semester.

A detailed examination of factors affecting the physical and psychosocial development of the human being from puberty to adulthood.

Offered both semesters.

EDUCATION 326—MUSIC FOR THE ELEMENTARY SCHOOL TEACHER.

Credit: three hours second semester.

This course is designed to meet the needs of the elementary school teacher. It includes the necessary fundamentals of basic music theory and their application to the piano; vocal sightreading, materials and techniques used in singing, rythmic and listening activities; improvisation of simple piano accompaniment; and the practical application of all these to classroom situations.

EDUCATION 328—ART FOR THE ELEMENTARY SCHOOL TEACHER.

Credit: three hours a semester.

The aims and philosophy of art education in the elementary school; creative expression in several art media with emphasis on materials and methods for use with children.

Offered both semesters.

EDUCATION 331—THE PSYCHOLOGY OF HUMAN LEARNING. (PSYCHOLOGY 331).

Credit: three hours a semester.

A study of theory and research on the process of human learning, emphasizing applications to education.

Offered both semesters.

EDUCATION 345—PRACTICES AND PROCEDURES FOR HEALTH IN ELEMENTARY SCHOOLS.

Credit: two hours first semester. Two lectures per week.

Concepts of health, qualifications of health education leaders, age level characteristics, scope of health education, school environment, health service in the school, related health agencies, health instruction, testing outcomes in health education. Required by the State Department of Public Instruction for certification of an elementary school teacher. This course is taught in the Physical Education Department.

EDUCATION 346—PRACTICES AND PROCEDURES FOR PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS.

Credit: two hours second semester. Two lectures per week.

An application of the principles of physical education in the elementary school, introduction to and practice of teaching techniques, practice in administering the state course of study for physical education in elementary schools, activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification of an elementary school teacher.

This course is taught in the Physical Education Department.

EDUCATION 366—READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.

Credit: three hours second semester.

The principles and practices of a balanced program in reading and the other language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; emphasis placed on an understanding of all aspects of the total reading program in the elementary school.

EDUCATION 371—THE ELEMENTARY SCHOOL.

Credit: three hours a semester. Six lectures each week for one quarter.

Organization of the elementary school, curriculum patterns, counseling and guidance, promotion policies and practices, pupil accounting, extra-curricular activities, articulation with the secondary school, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community, and other appropriate content.

Offered both semesters on the block system.

Must be taken during the first half of the semester in which student teaching is done.

EDUCATION 372—THE SECONDARY SCHOOL.

Credit: three hours a semester. Six lectures each week for one quarter.

Organization and administration of the secondary school, curriculum patterns, counseling and guidance, promotion policies and practices, pupil accounting, extracurricular activities, articulation with the elementary school and college, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community, and current issues in education discussed along with other appropriate content.

Offered both semesters on the block system.

Must be taken during the first half of the semester in which student teaching is done.

EDUCATION 381—ELEMENTARY SCHOOL MUSIC METHODS.

Credit: three hours first semester.

The methods and materials used in elementary school music classes, concepts of the sequential development of music learning, systems of evaluation of pupil progress, formulation of criticisms, and the role of the music specialist in relation to the homeroom teacher and to the elementary school system.

EDUCATION 382—HIGH SCHOOL MUSIC METHODS.

Credit: three hours second semester.

Methods and materials used in the secondary school, including instrumental and choral methods and materials; organization of instrumental and choral groups; voice testing, assignment of parts, balance of parts, suitable high school program making; choral, orchestral, and band literature suitable for high school groups; and the role of the music specialist in relation to the high school system.

EDUCATION 384—MATERIALS AND METHODS IN HEALTH AND PHYSICAL EDUCATION.

Credit: three hours a semester. Six lectures each week for one quarter.

A course for students in the field of health and physical education in which emphasis is placed on the fundamentals of teaching in the public schools.

Offered both semesters on the block system.

Must be taken during the first half of the semester in which student teaching is done. Taught by the Physical Education Department.

EDUCATION 386—MATERIALS AND METHODS IN THE ELEMENTARY SCHOOL.

Credit: three hours a semester. Six lectures each week for one quarter.

Emphasis placed on the selection, organization, and presentation of materials used in the elementary grades; consideration given to preparation and use of materials; audio-visual aids and the use of effective teaching procedures. Some observation in public schools makes the course more significant.

Offered both semesters on the block system.

Must be taken during the first half of the semester in which student teaching is done.

EDUCATION 388—MATERIALS AND METHODS IN THE SECONDARY SCHOOL.

Credit: three hours a semester. Six lectures each week for one quarter.

This course places emphasis upon the organization of teaching materials in different fields of interest, techniques of adjusting materials and learning aids to the needs of pupils, curriculum construction, classroom organization and management, and organization of routine activities. Observation of actual classroom teaching is an integral part of this course. Each student gives special attention to teaching methods and materials in the subject he plans to teach.

Offered both semesters on the block system.

Must be taken during the first half of the semester in which teaching is done.

EDUCATION 400—OBSERVATION AND DIRECTED TEACHING.

Credit: eight hours a semester. One half semester of full-time experience in the public schools.

An extended period of continuous full-time observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and the staff of the Department of Education.

Prerequisite: Senior standing and completion of block courses. Last half of the semester.

EDUCATION 470—SENIOR THESIS.

ENGLISH

Professor Thorne, Chairman
Associate Professor Marlette
Assistant Professors Bunn, Delafield, Gutsell, Lee, Semmler

Instructors Elliott, E. Keiser, Speas, Wimsatt

The English Department seeks, first of all, to improve the quality of writing done by students; to this end the usual two-semester course in Freshman English has been reduced to one semester of intensive study and practice of writing, and all other courses offered by the department emphasize the writing of various types of papers. A second aim of the department is to broaden the student's knowledge and appreciation of the main currents of literature. (English 201-202, 223-224, 233-234.) A third purpose is to give the student a thorough understanding of significant periods in which highly important literary developments occurred (English 325, 326, 416, 445), and of the great figures who have profoundly influenced the course of literature as well as the thinking of educated men and women (English 305, 351-352, 446.) A fourth aim, to permit the student to study one literary type in depth, underlies such courses as English 312, 313, 314.

By these studies in literature, the major in English gains insight into the work of authors of his own time as well as of earlier periods, strengthens his perception of literary style and excellence, learns to write better and to read more, and establishes the foundations upon which his life-long education can be built, whether or not he enters graduate school, whether or not he becomes a teacher.

The English courses offered specifically for those intending to teach are English 329 and 339; for requirements for certification see page 74. The courses in language arts may also be useful in preparing to teach, but they are designed primarily to assist the student in developing his own interests and talents as a means of self-

expression. Courses numbered 329, 337, 339 cannot be counted toward a major except by permission from the English Department, but credit hours earned in them apply toward graduation.

A major in English requires thirty-three hours in English. The courses specified are English 233-234—English Literature (six hours), three hours in American Literature with the requirement met by English 223 or 224 or 312; 305—Milton (three hours), 351-352—Shakespeare (three hours); 446—Chaucer (three hours); Junior Seminar (one hour), Senior Seminar (three hours), and a thesis.

Each senior major is required to pass a comprehensive examination in English and American literature administered by three members of the English faculty. This examination will be scheduled no later than the third quarter for the June graduates and no later than the fourth quarter for August graduates.

In addition to the courses in his major, the student will also complete twenty-one hours work in related subjects, and bring his total of hours to one hundred twenty-four by taking the required courses in the core curriculum and elective courses.

Related subjects most acceptable to the English major are history, drama and speech, modern languages, classics, religion and philosophy; the full number of hours required in related subjects need not be in the same field but may consist of a combination of courses bearing on the major. As the student, assisted by his adviser, makes his choices, he will find that by correlating these studies with his major, he may further deepen his educational experience; for example, he may study English or American history concurrently with the corresponding course in literature; world history, the history of Greece or Rome with the course in world literature; or 16th century literature in both the French Department and the English Department.

To take full advantage of all such possibilities, the student, in consultation with his adviser, should plan his whole academic program no later than his third semester in college.

ENGLISH 101—COMPOSITION.

Credit: three hours a semester.

A course designed to improve the student's ability to read and to write critically; extensive reading, class discussion, frequent writing assignments.

Offered both semesters.

ENGLISH 105—GENERAL BIBLIOGRAPHY AND BIBLIOGRAPHICAL METHOD.

Credit: one hour a semester.

An introduction to library organization, information, and reference sources, bibliographical method, and research technique. Given on a pass-fail basis.

Offered both semesters.

Required of all freshmen and transfer students.

ENGLISH 201—WORLD LITERATURE.

Credit: three hours first semester.

A study of the great classics of world literature from Greek and early Eastern literature through the Middle Ages, including such works as Greek drama, the epic, Latin lyrics, and *The Divine Comedy.*

ENGLISH 202—WORLD LITERATURE.

Credit: three hours second semester.

A study of the classics of both Eastern and Western literature from the Renaissance through the contemporary period.

ENGLISH 223—AMERICAN LITERATURE.

Credit: three hours a semester.

Writings of Poe, Hawthorne, Melville, Emerson, Thoreau, and others.

Offered both semesters.

One semester of American literature required of all English majors.

ENGLISH 224—AMERICAN LITERATURE.

Credit: three hours a semester.

Writings of Whitman, Dickinson, Crane, Robinson, Frost, and others.

Offered both semesters.

ENGLISH 233—ENGLISH LITERATURE.

Credit: three hours a semester.

Reading and discussion of representative works of English literature from the Anglo-Saxon through the neoclassical periods, consideration given to social and intellectual background, to literary terminology, and to various critical approaches to literature.

English history should be studied concurrently or immediately following English 233-234.

English 233 and 234 are required of all English majors and should be taken in the freshman year.

Offered both semesters.

ENGLISH 234—ENGLISH LITERATURE.

Credit: three hours a semester.

English literature of the Romantic and Victorian eras and of the 20th century; a sequel to the above course, though the first semester is not a prerequisite; writing of critical essays and research papers required in both semesters.

Offered both semesters.

ENGLISH 305—MILTON AND HIS AGE.

Credit: three hours first semester.

The major prose and poetry of John Milton, also assignments dealing with the writings of Milton's contemporaries.

Required of English majors.

ENGLISH 312—THE AMERICAN NOVEL.

Credit: three hours second semester.

Reading and discussion of books by such major novelists as Hawthorne, Melville, Mark Twain, James, Dreiser, Hemingway, and Faulkner; attention given to the historical development of the novel, characterization, structure, imagery, and social comment.

ENGLISH 313—MODERN POETRY.

Credit: three hours first semester.

British and American poetry since 1900: forms, techniques, and themes; extensive reading and the writing of critical papers.

ENGLISH 314—MODERN PROSE.

Credit: three hours second semester.

Modern prose writings since 1900: materials studied will be varied from time to time and may include essays, autobiographies, short stories, and novels written by English, American, or Continental authors.

ENGLISH 325—THE AGE OF ROMANTICISM.

Credit: three hours first semester.

The rise of romanticism and the development of its characteristic themes and poetic forms in the writings of Blake, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats; consideration of the philosophical and social background of the age.

ENGLISH 326—THE EIGHTEENTH CENTURY.

Credit: three hours second semester.

Representative satirical prose and literary forms of the Restoration and the Eighteenth Century: the comedy of manners, the essay, and the novel; emphasis on such writers as Pope, Swift, Sheridan, Richardson, Fielding, and Sterne.

ENGLISH 329—CHILDREN'S LITERATURE.

Credit: three hours first semester.

The classics of children's literature; extensive reading, reports, and the writing of stories and poems for specified age levels.

Required of all elementary education majors.

ENGLISH 337—CREATIVE WRITING.

Credit: three hours first semester.

A writing laboratory course, student work criticized in class and in individual conferences; class discussion of short stories, poetry, and general literary principles.

Open to freshmen only by permission of instructor.

ENGLISH 339—ADVANCED ENGLISH GRAMMAR.

Credit: three hours first semester.

A review of advanced English grammar in the first quarter; in the second, introductory linguistics, a basic historical background of the language, the development of the English dictionary, and the importance of vocabulary building.

Required for students preparing to teach English in the secondary school.

ENGLISH 351—SHAKESPEARE.

Credit: three hours first semester.

Study of early comedies and history plays, the influence of the Elizabethan theatre and its conventions, relation of the plays to the life of the time, comparison of plays with their sources: supplementary reading and the writing of several short papers.

One semester of Shakespeare required of English majors.

ENGLISH 352—SHAKESPEARE.

Credit: three hours second semester.

Study of the development of Shakespeare's genius in the tragedies and the later comedies, the theory of tragedy, reading of types of Shakespearean criticism.

ENGLISH 362—JUNIOR SEMINAR.

Credit: one hour second semester.

Techniques of English studies (form of bibliography, use of library resources, scholarly approaches); consideration of subjects suitable for senior theses; junior speech and other reports.

Required of English majors.

ENGLISH 416—THE VICTORIAN AGE.

Credit: three hours second semester.

The poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites; the art criticism of Ruskin, Arnold, and Pater; philosophies of Carlyle, Newman, and Mill as background for basic literary works, the emergence of scientific prose; supplementary reading in the novel.

ENGLISH 442—SENIOR SEMINAR.

Credit: three hours second semester.

Detailed study leading to the preparation of a report based on individual research; subjects varied according to special interests of the English staff member conducting the seminar and to those of the students.

Required of all English majors.

ENGLISH 445—LITERATURE OF THE ENGLISH RENAISSANCE.

Credit: three hours first semester.

Study of the emergence of typical Elizabethan literary forms such as the sonnet, narrative poetry, realistic prose, criticism, metaphysical poetry; emphasis on Sidney, Spenser, Marlowe, Raleigh, and Donne.

ENGLISH 446—CHAUCER.

Credit: three hours second semester.

A study designed to develop the reader's pleasure in and critical comprehension of Chaucer's poetry: *The Canterbury Tales* and other representative works read in Middle English.

Required of English majors.

ENGLISH 470—SENIOR THESIS.

The thesis should be done in the style described in the *M. L. A. Style Sheet* and the *Harbrace Handbook,* 6th edition. The thesis is required of all majors and with the approval of the adviser may be done for one or two hours of credit.

ENGLISH 490—DEPARTMENTAL HONORS.

FINE ARTS

Associate Professors Roetzel and McMillan
Instructor Huntley

FINE ARTS 101-102—INTRODUCTION TO PAINTING AND COMPOSITION.

Credit: three hours each semester.

An introductory course in painting and drawing for beginning students. Emphasis placed on principles of design and interpretation; basic media explored.

FINE ARTS 204—HISTORY OF ART.

Credit: three hours a semester.

History of painting, sculpture, and architecture from prehistoric times to the present. Emphasis on the student's understanding of the relationship of the arts to other aspects of culture, and on the development of his own standards of taste and judgment.

Offered both semesters.

Fine Arts 204 or 211 required by core curriculum.

FINE ARTS 211—MUSIC AND THE CULTURAL HERITAGE. (MUSIC 211).

Credit: three hours first semester.

A historical and analytical study of the role of music in relation to the social and cultural aspects of various periods of civilization throughout the ages. Lectures, visiting speakers, group discussions, and demonstrations.

Fine Arts 211 or 204 required by core curriculum.

FOREIGN LANGUAGES

Professor Hilty, Chairman
Assistant Professors Chauvigné, M. Feagins, Hunt, Martin, R. Morrell, and Thompson
Instructor Payne

Within the framework of the liberal arts curriculum, the role of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose.

When a student has completed the required foreign language courses and passed the comprehensive examination, he is in a position to meet the foreign language requirements for a graduate degree. Those who go on to complete a major in the field will have received training which will be valuable for foreign service of many types and which will provide a good foundation for graduate work in languages.

The department offers majors in French and Spanish consisting of thirty hours above the elementary course (101-102). A student who majors in one foreign language must study, in addition, two years of another. French and Spanish majors who have not previously studied Latin are urged to include at least one year of that language in their programs. Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Majors are encouraged to have some foreign experience before they graduate.

Students preparing to teach French or Spanish in the secondary school can meet the requirements for certification by taking Education 221, 372, 388, and 400, and Psychology 226 and 331 in addition to the thirty hours of language required of all language majors.

FRENCH

FRENCH 101-102—ELEMENTARY FRENCH.

Credit: three hours each semester.

Introduction to understanding, speaking, reading, and writing French. Laboratory required.

No credit given to students repeating a high school course.

FRENCH 103-104—INTERMEDIATE FRENCH.

Credit: three hours each semester.

Selected readings from literature, a study of grammar in depth, composition and conversation with emphasis on good pronunciation. Laboratory required.

FRENCH 211-212—SURVEY OF FRENCH LITERATURE.

Credit: three hours each semester.

A survey of the major French writers from the middle ages to the present.

Offered in 1967-68 and alternate years.

FRENCH 221-222—SURVEY OF FRENCH CULTURE.

Credit: three hours each semester.

Studies in the background of French life and culture and in the outstanding contributions of France to world civilization.

Offered 1968-69 and alternate years.

FRENCH 301—FRENCH PHONETICS.

Credit: one hour first semester.

Offered in 1967-68 and alternate years.

FRENCH 333-334—FRENCH CONVERSATION AND COMPOSITION.

Credit: three hours each semester.

A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation; emphasis on the development of considerable fluency in the use of the spoken language. Laboratory required.

Offered in 1967-68 and alternate years.

FRENCH 442—SEVENTEENTH CENTURY FRENCH LITERATURE.

Credit: three hours second semester.

Descartes, Pascal, La Fontaine, Boileau, Madame de Sevigné, Fénelon and other writers are studied. Each student will read one play each by Corneille, Molière, and Racine.

Offered 1968-69 and alternate years.

FRENCH 445—EIGHTEENTH CENTURY FRENCH LITERATURE.

Credit: three hours first semester.

A study of French literature in the Age of Enlightenment, with particular emphasis on Montesquieu, Voltaire, Rousseau, and Diderot.

Offered 1968-69 and alternate years.

FRENCH 446—NINETEENTH CENTURY FRENCH LITERATURE.

Credit: three hours second semester.

A study of representative writers of the period with emphasis on major literary movements.

Offered 1968-69 and alternate years.

FRENCH 447—TWENTIETH CENTURY FRENCH LITERATURE.

Credit: three hours first semester.

Readings in the principal authors of the twentieth century.

Offered in 1967-68 and alternate years.

FRENCH 461—SEMINAR.

Credit: one hour a semester.

Designed for seniors and required of majors. Reading and discussion of current periodical literature, common aspects of the literature, recent emphases in teaching.

FRENCH 470—SENIOR THESIS.

FRENCH 490—DEPARTMENTAL HONORS.

GERMAN

GERMAN 101-102—ELEMENTARY GERMAN.

Credit: three hours each semester.

Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.

No credit given to students repeating a high school course.

GERMAN 103-104—INTERMEDIATE GERMAN.

Credit: three hours each semester.

Reading of selected literature, continued oral and aural practice, writing, and grammar review. Laboratory required.

GERMAN 221—SURVEY OF GERMAN CULTURE.

Credit: three hours first semester.

Contributions in the German language to world culture with emphasis on nineteenth century literature and its historical setting; also some consideration of non-literary contributions.

Offered in 1967-68 and alternate years.

GERMAN 222—SURVEY OF GERMAN CULTURE.

Credit: three hours second semester.

Contributions in the German language to world culture with emphasis on the twentieth century.

Offered in 1967-68 and alternate years.

GERMAN 331—TECHNICAL GERMAN.

Credit: three hours.

Developing skill in translating technical German selected from student's major field of interest: science, sociology, religion, etc.

Offered upon sufficient demand.

GERMAN 333-334—GERMAN CONVERSATION AND COMPOSITION.

Credit: three hours each semester.

Advanced grammar, drill in pronunciation, practice in conversation and written composition. Laboratory required first semester.

Offered 1968-69 and alternate years.

GERMAN 460—SEMINAR.

Credit: one hour a semester.

Designed for seniors. Reading and discussion of current periodical literature, common aspects of the literature, recent emphases in teaching.

RUSSIAN

RUSSIAN 101-102—ELEMENTARY RUSSIAN.

Credit: three hours each semester.

Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. Laboratory required.

RUSSIAN 103-104—INTERMEDIATE RUSSIAN.

Credit: three hours each semester.

Systematic review of grammar, readings in Russian literature, self expression in speech and writing. Laboratory required.

RUSSIAN 221-222—A SURVEY OF RUSSIAN CULTURE.

Credit: three hours each semester.

Readings in Russian culture, including contemporary works: self-expression in conversation and composition.

Offered on demand.

Prerequisite: Russian 103-104 or equivalent.

SPANISH

SPANISH 101-102—ELEMENTARY SPANISH.

Credit: three hours each semester.

An introductory course in Spanish with emphasis on oral-aural skills. Writing and reading comprehension introduced with emphasis on the cultural approach. Laboratory required.

No credit given to students repeating a high school course.

SPANISH 103-104—INTERMEDIATE SPANISH.

Credit: three hours each semester.

Emphasis on reading and comprehension with review of grammar and practice in conversation and in dictation. Laboratory required.

Both 103 and 104 offered each semester.

Prerequisite for all Spanish courses which follow Spanish 104 and are conducted entirely in Spanish.

SPANISH 221—SURVEY OF SPANISH CULTURE.

Credit: three hours first semester.

A general approach to Spanish culture from its beginning to the present; lectures, readings, discussions.

Offered in 1967-68 and alternate years.

SPANISH 222—SURVEY OF LATIN AMERICAN CULTURE.

Credit: three hours second semester.

Ibero-American cultural history and contemporary patterns; readings, discussions, lectures.

Offered in 1967-68 and alternate years.

SPANISH 333-334—ADVANCED CONVERSATION AND COMPOSITION.

Credit: three hours each semester.

The finer points of grammar in conjunction with composition and daily practice in conversation.

Offered 1968-69 and alternate years.

SPANISH 441—SPANISH LITERATURE THROUGH THE GOLDEN AGE.

Credit: three hours first semester.

El Cid, La Celestina, plays of Lope and writings of other authors of the Golden Age.

Offered in 1967-68 and alternate years.

SPANISH 442—DON QUIXOTE.

Credit: three hours second semester.

Careful reading and discussion of this classic with examination of critical studies.

Offered in 1967-68 and alternate years.

SPANISH 445—NINETEENTH CENTURY SPANISH LITERATURE.

Credit: three hours first semester.

Selected readings for class use from the early romanticists to the generation of '98 and the early twentieth century authors; Spanish novels read independently.

Offered 1968-69 and alternate years.

SPANISH 446—CONTEMPORARY SPANISH-AMERICAN LITERATURE.

Credit: three hours second semester.

A brief historical survey with emphasis on the twentieth century; selected readings for class use, novels read independently.

Offered 1968-69 and alternate years.

SPANISH 460—SEMINAR.

Credit: one hour each semester.

Designed for seniors and required of majors. Reading and discussion of current periodical literature, common aspects of literature, recent emphases in teaching.

SPANISH 470—SENIOR THESIS.

SPANISH 490—DEPARTMENTAL HONORS.

FRENCH

(See pages 89-90)

GEOGRAPHY

Assistant Professor Clarke

GEOGRAPHY 113—ELEMENTS OF GEOGRAPHY.

Credit: three hours first semester.

The earth in its planetary relations and as the home of man, including the study of climates, soils, structure, vegetation, physiography, etc., and leading to the division of the world into natural regions with discussion of the human adjustment to each.

GEOGRAPHY 114—REGIONAL GEOGRAPHY.

Credit: three hours second semester.

The world's major regions seen against the background of their natural, cultural, and economic environment with special emphasis upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

GEOLOGY

Assistant Professors Clarke, Harvey

GEOLOGY 105—CONCEPTS OF GEOLOGY. (NATURAL SCIENCE 105).

Credit: three hours a semester. Two lectures and two laboratory hours per week.

An introduction to the investigation of earth materials, earth forces, and earth history. Emphasis on basic ideas and the role of the scientific method in physical and historical geology.

Offered both semesters.

GEOLOGY 106—CONCEPTS OF HISTORICAL GEOLOGY. (NATURAL SCIENCE 106).

Credit: three hours second semester.

An introduction to historical geology with emphasis on stratigraphy and paleontology. Emphasis on biological principles as related to geology.

GEOLOGY 221—PHYSICAL GEOLOGY.

Credit: four hours first semester. Three lectures and three laboratory hours per week.

Introduction to the elements and principles of physical geology. Identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering and erosion; analysis of topographic and geologic maps. Emphasis on the scientific basis of the geologic interpretation of past events to environment.

GEOLOGY 222—HISTORICAL GEOLOGY.

Credit: four hours second semester. Three lectures and three laboratory hours per week.

Review of the methods used in geological interpretation; application of these methods to the study of earth history including the evolution of life; emphasis on the geology of North America.

GERMAN

(See page 91)

HISTORY

Professor Emeritus Newlin
Professor Burrows, Chairman
Associate Professors Hood, Kennett, and J. Moore
Assistant Professors Cooley and Stoesen
Instructor Cheek

The offerings in the History Department have been designed with three objectives in mind. The first is to provide a major in history which will give the student a basic knowledge of the historical method, a broad exposure to several fields of history, and experience in studying a smaller segment of history in considerable detail. The second objective, closely related to the first, is to prepare those who wish to continue their study of history in graduate school and those going into professions such as law, by providing them with a sound foundation. The third objective, no less important, is to prepare students who plan to teach history or social studies in the secondary schools with a thorough understanding of their subject matter. In addition, the courses in the department offer a variety of studies in history which give a wide range of choice to the non-major who wishes to gain a knowledge of that field of history most directly related to his primary interest.

A major in history shall consist of a minimum of thirty-five hours in history. This must include History 113-114, 221-222, 301-302, and two hours of seminar, and at least nine hours chosen from courses on the 400 level. In addition to the thirty-five hours in history sufficient hours must be taken from related disciplines: economics, English, geography, political science, religion, sociology (or others in special cases), to complete the college requirement that fifty-four hours must be taken in the major and related subjects.

Students majoring in history desiring to be certified to teach Social Studies in North Carolina must meet requirements stated above with one exception—they are required to take twenty-nine hours in history rather than

thirty-five. In addition, they must take a minimum of twenty-one (preferably twenty-four) hours from among the courses listed below, with not more than six hours in any one discipline: Anthropology-Sociology 391 and 392; Economics 221-222, 230; Geography 113, 114; Political Science 101, 102, 201; Sociology 200, 220, 224, 250, 365. They must take the education requirements for a secondary school certificate and must complete the core curriculum requirements with at least three hours in mathematics. If the student's course of study is carefully planned, he should be able to take two or three elective courses.

HISTORY 113—MODERN EUROPE TO 1815.

Credit: three hours first semester.

A survey of the major developments in European history from 1500 to 1815: the Renaissance and Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution.

HISTORY 114—MODERN EUROPE SINCE 1815.

Credit: three hours second semester.

Europe from 1815 to the present with special emphasis on the consolidation of large nation states in the nineteenth century, imperialism, the world wars, and the problems of democracy and dictatorship.

HISTORY 221-222—HISTORY OF THE UNITED STATES.

Credit: three hours each semester.

A general view of the origin and growth of the United States from colonial times to the present, emphasis on social, political, constitutional, and economic development. First semester, to 1877; second semester, since 1877.

Recommended as a background for all other courses in American history.

HISTORY 223—ENGLAND TO 1660.

Credit: three hours first semester.

A survey of England during its formulative period, with emphasis on legal and constitutional development.

HISTORY 224—ENGLAND FROM 1660 TO THE PRESENT.

Credit: three hours second semester.

A survey of England during its imperial and industrial growth, with emphasis on Great Britain's enduring influence on the world.

HISTORY 225—LATIN AMERICA TO 1900.

Credit: three hours first semester.

A study of the pre-Columban Indian civilizations, discovery and conquest, the colonial empires and the transition from colonies to statehood; attention to resources, social and economic institutions and problems; emphasis on over-all cultural development rather than detailed, specific events.

Offered 1967-68 and alternate years.

HISTORY 226—LATIN AMERICA IN THE TWENTIETH CENTURY.

Credit: three hours second semester.

The emergence of Latin America in world affairs, comparison and contrast of various states, recognition of distinctive problems and developments.

Prerequisite: History 225 advisable but not required.

HISTORY 234—NORTH CAROLINA.

Credit: three hours second semester.

A general history of North Carolina from the period of exploration to the present day, attention to colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments, the study of important problems and developments in their national perspective.

HISTORY 250—SOUTHERN REGIONS. (SOCIOLOGY 250).

Credit: three hours second semester.

An investigation of the physical and human resources, inherent capacity, history and culture of the Southern Regions of the United States.

Offered 1967-68 and alternate years.

HISTORY 301—A HISTORY OF WESTERN CIVILIZATION.

Credit: three hours first semester.

A clarification of definitions and historical concepts; an attempt to develop an appreciation of the importance

of the historical aspect of modern western civilization; a survey of the salient features of the rise of Western Civilization.

Required of all students.

HISTORY 302—A HISTORY OF NON-WESTERN CIVILIZATION.

Credit: three hours second semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism; a series of short studies of non-western cultures, concluding with a consideration of the common problems faced in the twentieth century by peoples of many different historical backgrounds.

Prerequisite: History 301.

Required of all students.

HISTORY 311—RUSSIA TO 1861.

Credit: three hours first semester.

A study of Russia from its beginnings to the emancipation of the serfs in 1861; Kievan Russia, Muscovite Russia, the rise of the autocracy, the peasant problem, and the revolutionary movement.

Offered 1967-68 and alternate years.

HISTORY 312—RUSSIA AND THE SOVIET UNION.

Credit: three hours second semester.

Russia from 1861 to the present emphasizing the political, economic, and social problems of the nineteenth century and their role in the 1917 revolution; Soviet Russia —its internal development and role as a world power.

Offered in 1967-68 and alternate years.

HISTORY 331—A HISTORY OF AMERICAN THOUGHT AND CULTURE.

Credit: three hours first semester.

Survey of major trends and characteristics of American culture.

Offered in 1968-69 and alternate years.

HISTORY 335—THE FAR EAST TO THE NINTEENTH CENTURY.

Credit: three hours first semester.

History of China, Japan, and Korea; emphasis on the cultural development of each from earliest times to the nineteenth century.

Offered in 1968-69 and alternate years.

HISTORY 336—THE FAR EAST SINCE 1800.

Credit: three hours second semester.

The impact of the West on China, Japan, and Korea, the effect on each and the reaction of each; China and Korea since 1800; Japan since 1867.

Offered in 1968-69 and alternate years.

Prerequisite: History 335 highly advisable, but not required.

HISTORY 361—JUNIOR SEMINAR.

Credit: one hour first semester.

An introduction to historical research combined with completion of the junior speech requirement.

HISTORY 362—HISTORIOGRAPHY SEMINAR.

Credit: one hour second semester.

An introduction to the writing of history with practical application in preparation for the senior thesis.

HISTORY 411—THE HISTORY OF GREECE. (CLASSICS 411).

Credit: three hours first semester.

An investigation of Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander, with particular emphasis on the conflicts and achievements of the fifth century.

Offered in 1968-69 and alternate years.

HISTORY 412—THE HISTORY OF ROME. (CLASSICS 412).

Credit: three hours second semester.

An investigation of Roman civilization from its origins in Italy through the age of Constantine, with particular emphasis on the constitutional development of the republic and the empire.

Offered in 1968-69 and alternate years.

HISTORY 441—THE DIPLOMATIC HISTORY OF THE UNITED STATES. (POLITICAL SCIENCE 441).

Credit: three hours first semester.

Major trends in American diplomatic history from the Revolution to the present, emphasis on the economic, social, and political forces that have determined United States' foreign policy.

HISTORY 442—SEMINAR IN AMERICAN POLICY. (POLITICAL SCIENCE 442).

Credit: three hours second semester.

A detailed examination of selected problems in American Foreign Policy, with special reference to the processes of foreign policy-making, emphasis on the structure and function of the elements involved in the problems selected for study.

Prerequisites: Political Science 201, History 441. Students may be admitted without prerequisites, with the approval of the department.

HISTORY 443—THE AGE OF THE RENAISSANCE.

Credit: three hours first semester.

A study of late Medieval and Renaissance Europe, stressing literary, artistic, ecclesiastical, and scientific developments.

Offered 1967-68 and alternate years.

HISTORY 444—SIXTEENTH AND SEVENTEENTH CENTURY EUROPE.

Credit: three hours second semester.

A study of the Reformation, the Counter-Reformation, the rise and decline of the Spanish Empire, the Thirty-Years War, and the supremacy of France under Louis XIV.

Offered 1967-68 and alternate years.

HISTORY 445—RECENT EUROPEAN HISTORY.

Credit: three hours first semester.

A survey of economic, political, and social forces which have been determining factors in the major developments in Europe since 1939, contemporary trends in global context.

Offered 1967-68 and alternate years.

Prerequisite: History 113-114.

HISTORY 446—RECENT HISTORY OF THE UNITED STATES.
Credit: three hours second semester.

An examination of the political, social, economic and intellectual aspects of American history from 1912 through the New Deal.

Prerequisite: History 221-222.

HISTORY 470—SENIOR THESIS.
Credit to be determined.

HISTORY 490—DEPARTMENTAL HONORS.
Credit: three to six hours.

MATHEMATICS

Associate Professor Boyd, Chairman
Assistant Professors I. Morrell, Reynolds, and K. Walker

The aims and purposes of the courses offered in the Department of Mathematics are to prepare the student majoring in mathematics to (1) enter graduate school, (2) teach mathematics in the secondary school, (3) enter business or industry as an applied mathematician, or (4) to promote a feeling for and an interest in mathematics, simply for its own sake.

A major in mathematics consists of Mathematics 121-122, 211-212 together with eighteen hours selected from courses numbered above Mathematics 212. Thus, a major consists of a minimum of thirty hours. Mathematics majors are required to take Physics 111-112 instead of Natural Science 101.

To obtain an elementary school certificate, Mathematics 103-104 is required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take three hours of Mathematics; this requirement may be met with Mathematics 111, 112, or 121.

The college has an IBM 1620 digital computer which is used for instruction in Mathematics 331-332 and is also available for faculty and institutional research.

MATHEMATICS

MATHEMATICS 103-104—MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS.

Credit: three hours each semester.

Introduction of the real number system and some basic concepts of algebra and informal geometry.

MATHEMATICS 111-112—ELEMENTARY ANALYSIS.

Credit: three hours each semester.

Introduction to sets, elementary logic, and the real number system followed by a study of algebraic, exponential, and trigonometric functions.

MATHEMATICS 121-122—CALCULUS.

Credit: three hours each semester.

Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions.

MATHEMATICS 211—CALCULUS.

Credit: three hours each semester.

Series, partial differentiation, multiple integration, and vector analysis.

MATHEMATICS 212—DIFFERENTIAL EQUATIONS.

Credit: three hours second semester.

Methods of solution of first order differential equations, linear differential equations, and numerical methods.

MATHEMATICS 221-222—FOUNDATIONS OF MATHEMATICS.

Credit: three hours each semester.

An axiomatic development of an elementary mathematical system stressing the logical nature and structure of mathematics.

MATHEMATICS 311-312—SURVEY OF GEOMETRY.

Credit: three hours each semester.

An introduction to modern geometry with emphasis on non-Euclidean geometries.

MATHEMATICS 321-322—ABSTRACT ALGEBRA.

Credit: three hours each semester.

Introduction to the following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

MATHEMATICS 331—DIGITAL COMPUTERS. (Downtown Campus only).

Credit: three hours first semester.

Components of computers, areas of application, programming, and problem solving.

MATHEMATICS 332—NUMERICAL ANALYSIS. (Downtown Campus only).

Credit: three hours second semester.

Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations and numerical solutions of ordinary differential equations.

Prerequisite: Mathematics 212.

MATHEMATICS 341-342—STATISTICS AND PROBABILITY. (Downtown Campus only).

Credit: three hours each semester.

Fundamentals of the analysis and interpretation of statistical data.

Prerequisite: Mathematics 122.

MATHEMATICS 411-412—ANALYSIS.

Credit: three hours each semester.

A rigorous study of functions, limits, sequences, differentiation, and integration.

MATHEMATICS 431-432—OPERATIONS RESEARCH. (Downtown Campus only).

Credit: three hours each semester.

Probability, sampling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming.

Each of the following seminars may be repeated for credit with the approval of the department provided the content is different. These seminars are offered either semester upon sufficient demand.

MATHEMATICS 461—SEMINAR IN ALGEBRA.

Credit: one hour.

MATHEMATICS 462—SEMINAR IN ANALYSIS.

Credit: one hour.

MATHEMATICS 463—SEMINAR IN GEOMETRY.

Credit: one hour.

MATHEMATICS 464—SEMINAR IN TOPOLOGY.

Credit: one hour.

MATHEMATICS 470—SENIOR THESIS.

The form of the thesis recommended is that used by the American Mathematical Society.

MATHEMATICS 490—DEPARTMENTAL HONORS.

MUSIC

Associate Professor Baumbach, Chairman
Assistant Professor Cook
Instructors Lewis and Moen

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be earned with major concentration in piano, voice, orchestral instruments, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for elementary and high school teachers.

Any student may take instruction on any instrument or in voice either as an extra-curricular activity or an applied music minor without a prerequisite except in organ, for which the student needs adequate proficiency on the piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, they must give sufficient evidence of musical aptitude to make the course profitable. For more specific requirements see the applied music sections.

Participation in some kind of ensemble is required of all music majors, with or without credit. A student may be required to participate in more than one ensemble at the discretion of the major professor.

All music majors are required to attend all recitals and concerts sponsored by the department or the college.

All music majors must take applied courses in the core curriculum and at least eighteen hours of related subjects chosen from the departments of English, foreign languages, philosophy, religion, or by special permission, from other departments.

MUSIC

Majors in applied music, music history, and music theory must take Music 121-122 in the first year; Music 221-222, 223-224 in the second; Music 321-322, 411-412, and 421-422 in the third and fourth years.

Music education majors must take Music 121-122 in the first year; Music 221-222, 223-224, and 335-336 in the second; Music 321-322, 337-338, 340, 411-412, 421-422 in the third and fourth years. Majors in orchestral and/or band instruments may substitute Music 423 for 322 and must take Music 339. Credits earned and standards achieved must conform to the requirements of the State Department of Public Instruction.

All majors not presenting piano as their major applied music instrument must pass the piano comprehensive examination.

Music minor: eighteen semester hours constitute a minor; at least six of these should be earned in applied music and the remaining twelve may be chosen from the following courses: Music 111-112, 121-122, 221-222. In case of a double minor, at least twelve semester hours must be earned by taking a minimum of six in applied music and six more in either Music 111-112 or 121-122.

MUSIC 111-112—MUSIC APPRECIATION.

Credit: three hours each semester. First semester: two lectures and one laboratory hour per week. Second semester: one lecture and two laboratory hours per week.

A survey of the literature of music designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

MUSIC 121-122—ELEMENTARY THEORY.

Credit: three hours each semester.

The rudiments of music, its terminology, intervals, scales, triads, seventh chords, rhythm, keys, key relationships, modulation, modal scales, transpositions, leading to

four-part writing, arranging, harmonizing of melodies, and key board harmony.

Music 121 is open to all students and is a prerequisite for 122.

MUSIC 211—MUSIC AND THE CULTURAL HERITAGE. (FINE ARTS 211).

Credit: three hours first semester.

A historical and analytical study of the role of music in relation to the social and cultural aspects of various periods of civilization throughout the ages. Lectures, visiting speakers, group discussions, and demonstrations.

Music 211 or Fine Arts 204 is required by the core curriculum.

MUSIC 221-222—ADVANCED THEORY.

Credit: three hours each semester.

A continuation of the study of the materials presented in the first year, leading to the study of the use of non-harmonic materials, chromatic harmony, and harmonic counter-point.

Prerequisite: Music 121-122.

MUSIC 223-224—EAR-TRAINING, SIGHT-READING, KEYBOARD HARMONY.

Credit: one hour each semester. Two lectures per week.

The materials presented in Music 121-122 are studied by means of rhythmic, melodic, and harmonic dictation and sight-reading as well as keyboard practice. This course, therefore, must be taken simultaneously with Music 221-222.

Prerequisite: Music 121-122.

MUSIC 311-312—CHURCH MUSIC AND HYMNOLOGY.

Credit: three hours each semester.

A survey of the history and literature of church music in general and hymnology in particular. Designed to give religion majors, ministerial, and music students a deeper understanding and appreciation of the music of the church.

Open to all students.

MUSIC 321-322—COUNTERPOINT.

Credit: two hours each semester. Two lectures per week.

A practical study of the medieval modes and the polyphony of the sixteen century leading to an introduction to to the eighteenth century invention and fugue forms. A thorough understanding is achieved by analysis of representative works and writing in the styles.

Offered in 1967-68 and alternate years; other years on sufficient demand.

Prerequisite: Music 221-222.

MUSIC 326—MUSIC FOR THE ELEMENTARY SCHOOL TEACHER. (EDUCATION 326).

Credit: three hours second semester.

This course is designed to meet the needs of the elementary school teacher. It includes the necessary fundamentals of basic music theory and their application to the piano; vocal sight-reading, materials and techniques used in singing, rhythmic and listening activities; improvisation of simple piano accompaniments and the practical application of all these to classroom situations.

MUSIC 340—CONDUCTING.

Credit: two hours second semester. Two lectures and one laboratory hour per week.

An understanding of group choral and instrumental techniques merged with the study of open score reading, the principles of interpretation, and the development of conducting skills.

Offered 1967-68 and alternate years; other years on sufficient demand. Open to all qualified students.

MUSIC 381—ELEMENTARY SCHOOL MUSIC METHODS. (EDUCATION 381).

Credit: three hours first semester.

This course includes the methods and materials used in elementary school music classes, concepts of the sequential development of music learning, systems of evaluation

of pupil progress, formulation of criticisms, and the role of the music specialist in relation to the homeroom teacher and the elementary school system.

MUSIC 382—HIGH SCHOOL MUSIC METHODS. (EDUCATION 382).

Credit: three hours second semester.

Methods and materials used in the secondary school, including instrumental and choral methods and materials, organization of instrumental and choral groups, voice testing, assignment of parts, balance of parts; suitable high school program making, choral, orchestral, and band literature suitable for high school groups; and the role of the music specialist in relation to the high school system.

MUSIC 411-412—HISTORY OF MUSIC.

Credit: three hours each semester.

The history of music through analysis of musical styles and their correlation with social, political, and cultural influences in the various periods.

Prerequisite: Music 111-112 or 121-122.

MUSIC 421-422—FORM, ANALYSIS, AND COMPOSITION.

Credit: two hours each semester. Two lectures per week.

Structural elements of musical form and harmonic rhythm; analysis and writing of cadences, motives, phrases, periods, song-, rondo-, variation-, sonata allegro-, invention-, and fugue-forms, using representative works by eighteenth and nineteenth century composers as examples.

Offered 1968-69 and alternate years; other years on sufficient demand. Prerequisite: Music 221-222.

MUSIC 423-424—ORCHESTRATION.

Credit: two hours each semester. Two lectures per week.

A practical study of the orchestral and band instruments leading to writing for string-, wood wind-, brass-ensembles, small and large orchestra and/or band.

Offered 1967-68 and alternate years.

Prerequisite: Music 221-222.

MUSIC 470—GRADUATING RECITAL.

Music majors may substitute graduating recitals for senior theses. A copy of the program is to be filed with the Registrar by May 15th.

APPLIED MUSIC COURSES

Applied Music Credits: one semester hour is earned by taking one half hour lesson or its equivalent with a minimum of five hours of practice each week. Two semester hours are earned by taking two haif hour lessons or their equivalent with a minimum of ten hours of practice each week.

Credit for work in applied music is granted only after an examination conducted by a panel consisting of the music faculty. It is understood that the prescribed standard of difficulty must be attained before credit is given.

The statement of standards to be attained each semester in the courses in applied music may be obtained from the major professor.

Fees are charged for classes in applied music, for private instruction, the use of the practice rooms, and rental of orchestral instruments.

See pages 186-7 for all music fees.

PIANO MAJOR

Piano majors are required to earn sixteen semester hours of credit in piano during the four-year course. It is recommended that the student select voice or a second instrument as a minor in applied music. Membership in an ensemble is required at the discretion of the instructor. *Entrance requirements:* To enter the four-year course as a piano major, the student should be grounded in reliable technique and should be able to read at sight compositions of medium difficulty. He should be able to play major and

minor scales and arpeggios in octave position at a moderately rapid tempo. He should have acquired systematic methods of practice and should have studied some of the standard etudes, such as Czerny, *Opus 229, Book I;* Heller, *Opus 46* or *47;* Bach, *Little Preludes* and some of the *Two Part Inventions;* compositions corresponding in difficulty to Mozart, *Sonata in C major* (K. 545) or *Sonata in F major* (K. 547a) ; or Beethoven, *Sonata in G major, Opus 49, No. 1* and other such works.

COURSES OF INSTRUCTION FOR PIANO MAJORS

Piano majors must earn two credit hours each semester. Groups limited to six will meet for a minimum of one hour of weekly instruction and in sub-groups of two for another hour of weekly instruction. A minimum of ten hours of weekly practice is required.

For the final examination in piano, the student will prepare a recital program consisting of classic, romantic, and modern compositions, and a selection made by the examiners, which is to be prepared within two weeks without any assistance.

PIANO 131-132, 231-232, 331-332, 431-432.

Credit: two hours each semester.

PRIVATE INSTRUCTION IN PIANO.

Credit: one hour each semester. One lesson each week.

Credit: two hours each semester. Two lessons each week.

Open to all students.

PIANO METHODS 433-434.

Credit: two hours each semester. Two lectures each week.

A course for future piano teachers consisting of a thorough investigation of teaching methods and materials.

Open to piano majors.

COURSES OF INSTRUCTION FOR PIANO MINORS

Piano minors must earn a minimum of six semester hours before they can take the comprehensive examination in piano, a copy of which may be obtained from the piano instructor. If these skills are acquired prior to college entrance, the student may take this examination at any time and receive credit for the six semester hours.

Groups limited to twelve will meet for one hour of weekly instruction and sub-groups of three for another hour of weekly instruction. A minimum of five hours of weekly practice is required. This course meets the needs of students in *Music Education* with a major in applied music other than piano and of those who wish to take piano as an extra-curricular activity.

PIANO CLASS 133-134, 233-234, 333-334.

Credit: one hour each semester.

Two hours may be earned each semester by attending the weekly one hour class and taking a half-hour private lesson each week. Ten hours of practice required.

Open to all students and adult beginners at their proper level.

COURSES OF INSTRUCTION FOR VOICE MAJORS

Entrance requirements: To enter the four-year degree course as a voice major, the student should be able to sing standard songs and simple classics with good diction, on pitch, and with proper phrasing. He should also be able to read at sight simple songs and should have acquired a knowledge of the fundamentals of music. Some knowledge of piano is highly recommended.

Voice majors are required to earn sixteen semester hours of credit in voice during the four-year course. They must also take sufficient instruction in piano to enable them to pass the comprehensive examination in piano, a copy of which may be obtained from the piano instructor. If these skills are acquired prior to college entrance, the student may take the examination at any time.

Membership in the choir is an essential part of this major and therefore is required. Participation in other ensembles may be required at the discretion of the major professor.

VOICE 141-142, 241-242, 341-342, 441-442.

Credit: two hours each semester.

For the final examination, the student will prepare a recital program of classic, romantic, and modern compositions which have serious content and present adequate difficulty.

These courses are also open to all students who wish to study voice as an extra-curricular activity and may be taken with or without credit.

COURSES OF INSTRUCTION FOR VOICE MINORS

These courses are particularly useful for majors in Music Education with a major in applied music other than voice. They are also open to students who wish to study voice as an extra-curricular activity.

VOICE CLASS 143-144, 243-244, 343-344.

Credit: one hour each semester.

VOICE METHODS 443-444.

Credit: two hours each semester. Two lectures each week.

A course for future voice teachers consisting of a thorough investigation of teaching methods and materials.

Open to voice majors.

CHOIR.

Credit: one hour each semester. Five hours of rehearsal each week.

Admission to this course is equivalent to membership in the *A Cappella Choir* (see description on page 170). The course is an exceedingly practical one and is devoted to the acquisition of a repertoire of choral music suitable for use in churches, schools, and other institutions, and to the development of a taste for good music. Public performance is an essential part of this course if all members are

to become proficient. It is especially valuable for prospective choir directors in schools and churches and for ministerial students.

Open to all students with or without credit.

ORGAN MAJORS

To enter the four-year degree course as an organ major, the student must have attained the *Piano 132* standard.

Organ majors are required to take two organ lessons each week during the four-year course and to continue the study of piano until the *Piano 232* standard is attained, after which they may begin the study of voice. A minimum of one year of voice study and membership in the choir during the four-year course are required.

ORGAN.

Credit: two hours each semester. Two lessons per week.

Credit: one hour each semester. One lesson per week.

Open to all qualified students as a major, a minor, or an extra-curricular activity.

INDIVIDUAL INSTRUCTION IN ORCHESTRAL AND BAND INSTRUMENTS

Credit: one hour each semester. One lesson per week.

Credit: two hours each semester. Two lessons per week.

All students may take instruction on any of these instruments as an applied music major or minor or as an extra-curricular activity.

ORCHESTRA, BAND, BRASS ENSEMBLE.

Credit: one hour each week. Two lessons per week.

These organizations study and perform great music from the standard literature.

Open to all students who have attained adequate proficiency on their instruments.

CLASS INSTRUCTION IN INSTRUMENTS

for majors in music education and instrumental minors.

MUSIC 335-336—STRING CLASS.

Credit: one hour each semester. Two lessons per week. Fundamentals of string techniques.

Open to all students.

MUSIC 337—WOODWIND CLASS.

Credit: one hour first semester. Two lessons per week. Fundamentals of woodwind techniques.

Open to all students.

MUSIC 338—BRASS CLASS.

Credit: one hour second semester. Two lessons per week.

Open to all students.

MUSIC 339—PERCUSSION CLASS.

Credit: one hour first semester. Two lessons per week.

Open to all students.

NATURAL SCIENCE

Assistant Professors Clarke, Fulcher, Harvey, Ingraham, and Ward

The courses under the designation of Natural Science are specifically for non-science majors. They are designed to broaden the student's appreciation and understanding of both the physical and the biological worlds. To meet the core curriculum requirement in natural science, each student is required to select one course from this group: Natural Science 101, 103, 105, 107, Geology 221, or Physics 111; and one from this group: Natural Science 102, 104, 106, or Biology 113. The particular courses chosen from these groups should reflect the student's background and interest.

NATURAL SCIENCE 101—THE PHYSICAL WORLD.

Credit: three hours a semester. Two lectures and two laboratory hours per week.

A study of the scientific method, an investigation of the fundamental concepts with which the physical scientist operates, and a broad general outline of the nature of the physical world.

Offered both semesters.

NATURAL SCIENCE

NATURAL SCIENCE 102—THE BIOLOGICAL WORLD.

Credit: three hours a semester. Two lectures and two laboratory hours per week.

Basic biological principles which are relevant to the individual as a citizen and those which will develop within the individual an understanding of man and his biotic environment.

Offered both semesters.

NATURAL SCIENCE 103—MEN AND CONCEPTS.

Credit: three hours first semester. Two lectures and two laboratory hours or seminars each week.

Great discoveries and developments in physical science. *Open only to those who rank high in a placement test on the principles of physical science or who have been placed in the course by the instructional staff in natural science.*

NATURAL SCIENCE 104—MODERN BIOLOGY.

Credit: three hours second semester. Two lectures and two laboratory hours per week.

Great advances in today's field of biology. *Open only to those who rank high in placement test on the principles of biology or who have been placed in the course by the instructional staff in natural science.*

NATURAL SCIENCE 105—CONCEPTS OF GEOLOGY. (GEOLOGY 105).

Credit: three hours a semester. Two lectures and two laboratory hours per week.

An introduction to the investigation of earth materials, earth forces, and earth history. Emphasis on basic ideas and the role of the scientific method in physical and historical geology.

Offered both semesters.

NATURAL SCIENCE 106—CONCEPTS OF HISTORICAL GEOLOGY. (GEOLOGY 106).

Credit: three hours second semester.

An introduction to historical geology with emphasis on stratigraphy and paleontology. Emphasis on biological principles as related to geology.

NATURAL SCIENCE

NATURAL SCIENCE 107—CONCEPTS OF ASTRONOMY.

Credit: three hours a semester. Two lectures and two laboratory hours per week.

Basic concepts which the astronomer uses in understanding the spatial arrangement and motions of the heavenly bodies, their physical and chemical nature, the processes which go on in them, the evolution of systems, and the expansion of the universe.

Offered both semesters.

NATURAL SCIENCE 306 — SCIENCE FOR ELEMENTARY SCHOOL TEACHERS.

Credit: three semester hours second semester.

The study of the teaching of science in the elementary grades.

This course is required of all students who plan to be certified to teach in the elementary school.

PHILOSOPHY

Professors Feagins, Chairman, Hobbs, and Kent
Assistant Professors Millholland and Redding
Instructor Sabre

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: (1) those interested in gaining a broad yet integrated appreciation and understanding of human culture; (2) those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps, their major subject (e.g., the sciences, religion, education, languages, the arts); (3) those desiring to major in philosophy, whether or not they plan to pursue graduate work in the field.

A major in philosophy consists of thirty-one hours and includes the following courses: 190; 301-302 and 448; any three of 211, 221, 336, 446; any two of 339, 441, 444; and four hours of credit in seminars (or in an approved alternative equivalent). In addition, twenty-three hours are required in fields approved by the major adviser as significantly related to the individual student's special approach to or interest within the field of philosophy.

Students intending to take only three hours of philosophy in meeting the core curriculum requirement of nine hours in philosophy and religion should take Philosophy

200. Students intending to take six hours of philosophy in meeting this requirement should take Philosophy 301-302, or Philosophy 200 and any other three-hour course in the department exclusive of Philosophy 190, 226, 301, and 444.

PHILOSOPHY 190—LOGIC.

Credit: three hours a semester.

The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences.

Offered in core curriculum.

Offered both semesters.

PHILOSOPHY 200—INTRODUCTION TO PHILOSOPHY.

Credit: three hours a semester.

Major philosophical problems, methods and positions, as set forth in carefully selected original works by such philosophical thinkers as Plato, Aristotle, Descartes, James, Bergson, Whitehead, Sartre.

Offered both semesters.

PHILOSOPHY 211—ETHICS.

Credit: three hours first semester.

The chief theories of the nature and principles of moral living, with regard to both the values sought by man and the obligations claiming his allegiance and performance.

PHILOSOPHY 221—PHILOSOPHY OF RELIGION. (RELIGION 221).

Credit: three hours first semester.

The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

Offered 1967-68 and alternate years.

PHILOSOPHY 226—PHILOSOPHY OF PACIFISM AND CONSCIENTIOUS OBJECTION.

Credit: three hours second semester.

The several forms of pacifism and of conscientious objection to war, their rational foundations and implications, and the philosophical problems raised by them.

PHILOSOPHY

Offered 1968-69 and alternate years and on sufficient demand.

PHILOSOPHY 301-302—HISTORY OF WESTERN PHILOSOPHY.

Credit: three hours each semester.

The historical development of philosophical thought in Western Civilization in terms of the main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through modern Western philosophy.

PHILOSOPHY 336—PHILOSOPHY OF ART.

Credit: three hours second semester.

The character of the aesthetic experience, the nature of the aesthetic object, the differential of the arts, the nature of aesthetic creativity, the problem of standards of taste, the relation of the artist to the community.

Offered 1967-68 and alternate years.

PHILOSOPHY 339—HISTORY OF AMERICAN PHILOSOPHY.

Credit: three hours first semester.

The historical development of philosophical thought in the United States from its colonial antecedents up to its contemporary forms, special attention to social and political ideas.

Offered 1967-68 and alternate years.

PHILOSOPHY 441—EASTERN PHILOSOPHY.

Credit: three hours first semester.

The chief varieties of the major philosophical traditions in Eastern Civilization, contemporary developments in response to the interaction of Eastern and Western thought.

Offered 1968-69 and alternate years.

PHILOSOPHY 444—THE DIALOGUES OF PLATO.

Credit: three hours second semester.

A major number of Plato's *Dialogues*, with emphasis on the logic and implications of the ideas expressed therein; "Platonism" and its historical significance.

Offered 1968-69 and alternate years.

PHILOSOPHY 446—PHILOSOPHY OF SCIENCE.

Credit: three hours second semester.

Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.

Offered 1967-68 and alternate years and on sufficient demand.

PHILOSOPHY 448—CONTEMPORARY PHILOSOPHY.

Credit: three hours second semester.

The main movements in philosophical thought during the twentieth century: idealist, materialist, realist, pragmatist, positivist, analytic, phenomenological, existentialist, etc.

PHILOSOPHY 461-462-463-464—PHILOSOPHY SEMINARS.

Credit: one hour each semester for four semesters.

Selected material, varying from semester to semester, and dealing with special topics of contemporary interest.

PHILOSOPHY 470—SENIOR THESIS.

PHILOSOPHY 490—DEPARTMENTAL HONORS.

PHYSICAL EDUCATION

Associate Professors Maynard, Chairman, and Stewart
Assistant Professors Clark, Lambeth, C. Steele, and J. Steele
Instructor W. Johnson

The purpose of the Department of Physical Education is to organize, administer, and supervise the following programs:

(1) Required physical education consisting of conditioning activities, varied team and individual sports, and special corrective instruction adapted to individual students with physical problems.
(2) Intramural sports program allowing all students to participate and specialize in varied individual and team sports which will be of lifelong benefit.
(3) Professional curriculum program offering the necessary training for those interested in the fields of health, physical education, recreation, and athletic coaching.

Courses for major students: Students desiring to elect a major in health and physical education and to satisfy the state requirements for a teaching certificate will be required to have Biology 113, 114 in the sophomore year, Biology 441 and 442 in the junior year, and a minimum of thirty hours in Health and Physical Education as follows: 117, 224, 225, 226, 227, 330, 334, 335, 336, 337, and Physical Education 445 in the senior year.

Physical Education activity is required of freshmen, sophomores, and transfer students who have not complied with this requirement. Not more than four hours of required physical education may be counted toward hours for graduation. The program consists of the study of rules, skills, strategy, history, and terminology of the following activities: tennis, golf, tumbling and trampoline, wrestling, and gymnastics, weight-lifting and isometrics, volleyball, softball, body mechanics, correctives, individual and team sports, rhythms. Credit: one hour a semester.

PHYSICAL EDUCATION

All students are required to provide themselves with gym shoes and gym uniforms.

PHYSICAL EDUCATION 113—PERSONAL HYGIENE.

Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen women.

PHYSICAL EDUCATION 117—PERSONAL AND COMMUNITY HYGIENE.

Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body and instill the proper attitude toward the human body, and to present materials on health as related to the whole community.

PHYSICAL EDUCATION 224—FIRST AID AND SAFETY EDUCATION.

Credit: two hours second semester.

First aid and practical application in accident prevention.

PHYSICAL EDUCATION 225 — PRINCIPLES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.

Credit: three hours first semester.

A general introductory course and orientation of health and physical education and its relation to general education.

PHYSICAL EDUCATION 226—ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND ATHLETICS.

Credit: three hours second semester.

Problems and procedures in health and physical education and the administration of an interscholastic athletic program.

PHYSICAL EDUCATION 227—METHODS AND MATERIALS OF RECREATIONAL GAMES, RHYTHMS, AND DANCE FOR THE PUBLIC SCHOOL.

Credit: two hours first semester.

Offered to majors and minors in health and physical education, in their sophomore year.

PHYSICAL EDUCATION 330—METHODS AND MATERIALS IN WRESTLING, TUMBLING, GYMNASTICS, AND AQUATICS.

Credit: two hours second semester.

Offered to majors and minors in health and physical education in their sophomore year.

PHYSICAL EDUCATION 334—METHODS AND MATERIALS IN TEAM SPORTS—FOOTBALL, BASKETBALL, BASEBALL, AND TRACK.

Credit: four hours second semester.

PHYSICAL EDUCATION 335—INDIVIDUAL PHYSICAL EDUCATION.

Credit: three hours first semester.

The physically atypical child, and the development of possible programs of activities for his physical, social, and psychological development.

Offered 1968-69 and alternate years.

PHYSICAL EDUCATION 336—EVALUATION AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION.

Credit: three hours second semester.

Numerous tests for measuring various phases of a health and physical education program.

Offered 1968-69 and alternate years.

PHYSICAL EDUCATION 337—METHODS AND MATERIALS IN INDIVIDUAL SPORTS.

Credit: two hours first semester.

PHYSICAL EDUCATION 445—KINESIOLOGY.

Credit: three hours first semester.

Body mechanics, structure and function of the human muscular systems especially as related to sports and activities.

Offered 1968-69 and alternate years.

PHYSICAL EDUCATION 449—METHODS AND MATERIALS IN TEAM SPORTS FOR WOMEN.

Credit: three hours first semester.

Techniques and teaching methods in a variety of team sports played by women.

PHYSICAL EDUCATION 450—METHODS AND MATERIALS IN INDIVIDUAL SPORTS FOR WOMEN.

Credit: three hours second semester.

Techniques and methodology for teaching selected individual sports and rhythms.

PHYSICAL EDUCATION 470—SENIOR THESIS.

PHYSICS

Dana Professor Purdom, Chairman
Instructor Raiford

Instruction in physics is planned so as to acquaint the student with a detailed knowledge of analytical theory and a wide range of phenomena, and to give him an appreciation of the methods of experimental inquiry.

The courses in this department are designed and offered to supply the needs of students in four general categories: those who plan to enter graduate school immediately or those who need physics as preparation for work in related fields; those preparing to teach physics on the secondary school level, and those planning to enter industrial service as technical physicists.

A minimum of thirty semester hours in physics is recommended for a major in physics, and at least twelve semester hours in mathematics, starting with calculus, is required of all physics majors. Chemistry 220—Nuclear Chemistry and Radioactivity carries full credit towards a physics major.

PHYSICS 111-112—GENERAL PHYSICS.

Credit: four hours each semester. Three lectures and one laboratory period per week.

Principal phenomena of classical and modern physics. Emphasis is placed upon quantitative concepts in the various subdivisions of the course. The laboratory work is designed to give practice in the manipulation of apparatus so as to secure precise measurements.

Prerequisite: Mathematics 112 or the equivalent.

PHYSICS 221—PHYSICAL OPTICS.

Credit: four hours first semester. Lectures and laboratory exercises each week.

Principles of wave optics, interference, diffraction, polarization. Elements of spectroscopy and electromagnetic theory of light. Optical techniques stressed in the laboratory.

PHYSICS 222—MECHANICS.

Credit: three hours second semester.

Statics of a rigid body, dynamics of a particle, motion of a system of particles, harmonic oscillator, central force field motion, Lagrange and Hamilton equations.

PHYSICS 331-332—ELECTRICITY AND MAGNETISM.

Credit: three hours each semester. Lectures and laboratory exercises each week.

Principles of direct current and alternating current theory and circuits. Electric and magnetic fields, inductance and capacitance, magnetic materials. Development of Maxwell's equations and their application to electromagnetic waves. The study of vacuum tubes and transistors, amplifier circuits and oscillators, and operational characteristics of oscilloscopes.

PHYSICS 441—INTRODUCTION TO MODERN PHYSICS.

Credit: three hours first semester.

This course covers the properties of elementary particles, Rutherford scattering and nuclear model, mass spectroscopy, X-ray principles, Pauli exclusion principle, natural and induced radioactivity, nuclear cross sections, basic ideas of nuclear models.

PHYSICS 442—QUANTUM MECHANICS.

Credit: three hours second semester.

Wave-particle duality and the Davisson-Germer experiment. Basic postulates, solutions to Schroedinger's equation, application to particles in a box, the square well, harmonic oscillator. Barrier penetration, hydrogen atom eigenfunctions. Superposition of states, the uncertainty principle.

PHYSICS 443—MATHEMATICAL METHODS OF THEORETICAL PHYSICS.

Credit: three hours second semester.

Differential equations with emphasis on series solutions, partial differential equations, the Laplace transform, Fourier series, Bessel functions, and vector calculus including curl, gradient, divergence, and their physical significance.

PHYSICS 444—THERMODYNAMICS.

Credit: three hours first semester.

Transfer of heat, laws of thermodynamics, conservation of energy, thermodynamic potentials, kinetic theory of ideal gases.

PHYSICS 449—PHYSICS SEMINAR.

Credit to be determined by nature and quantity of study completed.

Intended only for those students majoring in physics.

PHYSICS 470—SENIOR THESIS.

PHYSICS 490—DEPARTMENTAL HONORS.

POLITICAL SCIENCE

Associate Professor Burris, Chairman
Visiting Professor Suri
Assistant Professor Grice
Instructor Michos

Political Science is the study of government and politics, government and politics being defined broadly as all those activities related directly or indirectly to the making of authoritative public policy in society. The departmental program is an integral part of the liberal arts program of the college and is designed to contribute to the liberal education of students by examining the political behavior of man in his cultural, historical, and ideological setting. The political science curriculum is further designed to assure that departmental majors are provided with a sound foundation for graduate study in the social sciences.

Majors are required to complete thirty hours work in the department, the following courses being required: Political Science 101, 102, 201, 332, 443 or 444. Fifteen additional hours may be selected from the departmental offerings. Twenty-four hours from the following related fields are required: history, economics, psychology, sociology, philosophy, English, religion, or modern languages. Courses outside these fields may be taken as related subjects with the approval of the major adviser. A comprehensive oral examination and senior thesis are required during the second semester of the senior year.

Either Political Science 101, 102, or 201 is prerequisite for all other courses in the department. One of these three courses may be taken to satisfy the three-hour social science requirement of the core curriculum. Majors must satisfy the social science requirement outside the Political Science Department.

POLITICAL SCIENCE

Majors seeking teacher certification in social studies must take twenty-seven hours in political science. Otherwise the departmental requirements remain unchanged. In addition, prospective teachers must satisfy the follownig requirements: twenty-one hours in history; six hours in economics; six hours selected from sociology, anthropology, or geography; and twenty-three in education. Specific course requirements and options are listed in the catalogue under the appropriate departments.

POLITICAL SCIENCE 101—INTRODUCTION TO THE AMERICAN POLITICAL SYSTEM.

Credit: three hours a semester.

An examination of the policy-making process in the United States, with special reference to political culture, political ideologies, structure and function of both official and unofficial political institutions.

Offered both semesters.

POLITICAL SCIENCE 102—THE POLITICAL SYSTEMS OF WESTERN EUROPE.

Credit: three hours a semester.

A comparative analysis of the political systems of Great Britain, France, West Germany, Italy, and the Soviet Union, with special reference to cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations.

Offered both semesters.

POLITICAL SCIENCE 201 — INTRODUCTION TO INTERNATIONAL RELATIONS.

Credit: three hours a semester.

An examination of the principal problems of international relations in the contemporary world, with special reference to the major theoretical approaches to an understanding of these problems.

Offered both semesters.

POLITICAL SCIENCE 202—GOVERNMENT AND POLITICS IN THE AMERICAN STATES.

Credit: three hours second semester.

A study of politics in the American States, with special reference to the federal system, the function of political parties and interest groups, and executive-legislative relations.

Prerequisite: Political Science 101.

POLITICAL SCIENCE 222—AMERICAN POLITICAL PARTIES AND INTEREST GROUPS.

Credit: three hours second semester.

An introduction to the study of political behavior; analysis of the role of parties and groups in the policy-making process, with special reference to the function of parties in nominations, election, and public office; some attention to the origin and development of popular parties.

Prerequisite: Political Science 101.

POLITICAL SCIENCE 223—LAW AND SOCIETY. (ECONOMICS 223).

Credit: three hours first semester.

A cultural, philosophical, and analytical study of law viewed as a decision-making process, with special reference to the relationship of law to politics, economics, psychology, and ethics.

Prerequisite: Political Science 101.

POLITICAL SCIENCE 330—POLITICS OF THE DEVELOPING AREAS.

Credit: three hours second semester.

A study of the process of nation-building; examination of the evolving political systems of new states, with special reference to cultural traditions, economic problems, political patterns, governmental institutions, and international relations.

Prerequisite: Political Science 102.

POLITICAL SCIENCE 332—SCOPE AND METHOD OF POLITICAL SCIENCE.

Credit: three hours second semester.

An examination of methodological problems in political science, with special reference to behavioral techniques in political analysis; presentation of junior speeches, preparation of senior thesis proposals.

Restricted to junior departmental majors.

POLITICAL SCIENCE 335—CONSTITUTIONAL LAW IN THE POLITICAL PROCESS.

Credit: three hours first semester.

An examination of the role of courts and judges in the making of public policy, with some attention to the evolution of legal doctrines in important areas of constitutional law.

Prerequisite: Political Science 101.

POLITICAL SCIENCE 338—SEMINAR IN INTERNATIONAL POLITICS.

Credit: three hours second semester.

A detailed examination of international political conflict in the contemporary world with special emphasis on international politics as an output of the major historical trends of the twentieth century.

POLITICAL SCIENCE 440—GOVERNMENT AND ECONOMIC POLICIES. (ECONOMICS 440).

Credit: three hours second semester.

An examination of the role of government in economic activity, with special reference to the public control of business, the role of interest groups, instruments of economic policy, and administrative techniques, special attention to problems of monopoly, public utilities, and economic stability.

POLITICAL SCIENCE 441—THE DIPLOMATIC HISTORY OF THE UNITED STATES. (HISTORY 441).

Credit: three hours first semester.

A survey of the American history from the Revolution to the present, with special emphasis on economic, social, and political forces that have influenced the making of foreign policy.

POLITICAL SCIENCE 442—SEMINAR IN AMERICAN FOREIGN POLICY. (HISTORY 442).

Credit: three hours second semester.

A detailed examination of selected problems in American foreign policy, with special reference to the processes of foreign policy-making, emphasis on the structure and function of the elements involved in the problems selected for study.

Prerequisites: Political Science 201, History 441. Students may be admitted without prerequisites with the approval of the department.

POLITICAL SCIENCE 443—POLITICAL THOUGHT: ANCIENT AND MEDIEVAL.

Credit: three hours first semester.

A review and analysis of the major developments in political thought from Plato to the modern era, with special reference to the classics as a foundation of modern political analysis.

POLITICAL SCIENCE 444—POLITICAL THOUGHT: MODERN.

Credit: three hours second semester.

An examination of the ideas of leading political thinkers from the Reformation to the present, with special reference to the relationship of these ideas to the politics of the times and to modern political analysis.

POLITICAL SCIENCE 445—AMERICAN POLITICAL THOUGHT.

Credit: three hours.

An analysis of the ideological context of American government and politics, with special reference to democratic theory.

Offered in the Summer Session and on demand.

POLITICAL SCIENCE 460—RESEARCH OR FIELD WORK.

POLITICAL SCIENCE 470—SENIOR THESIS.

POLITICAL SCIENCE 490—DEPARTMENTAL HONORS.

PSYCHOLOGY

Dana Professor Aiken, Chairman, and
Professor F. Norton
Associate Professors Godard, Nunis
Instructor Williams
Lecturer C. Norton

Psychology is concerned with the description, understanding, and prediction of human and animal behavior. In addition to receiving an introduction to the theory and practice of psychology, all majors are instructed in the fundamentals of experimental method and statistics. Thirty semester hours of course work in psychology, including 200, 241, 301-302, 445, and 451, are required of all majors. Supporting courses in biology, sociology, mathematics, logic, and the philosophy of science are highly recomended.

PSYCHOLOGY 200—GENERAL PSYCHOLOGY.

Credit: three hours each semester.

An overview of the science of psychology, including the topics of psychological measurement, motivation, learning, perception, thinking, communicating, social interaction, and behavior disorders.

Offered both semesters.

Prerequisite for all other psychology courses.

Required of all students.

PSYCHOLOGY 222—THE PSYCHOLOGY OF CHILDHOOD. (EDUCATION 222).

Credit: three hours a semester.

A detailed examination of factors affecting the physical and psychosocial development of the human being from conception to puberty.

Offered both semesters.

PSYCHOLOGY 226—THE PSYCHOLOGY OF ADOLESCENCE. (EDUCATION 226)

Credit: three hours a semester.

A detailed examination of factors affecting the physical and psychosocial development of the human being from puberty to adulthood.

Offered both semesters.

PSYCHOLOGY 232—PERSONALITY.

Credit: three hours second semester.

A study of the development, structure, and assessment of personality.

Prerequisite for Psychology 401, 442, and 447.

PSYCHOLOGY 241—PSYCHOLOGICAL STATISTICS.

Credit: three hours first semester.

An introduction to descriptive and inferential statistical methods used in the analysis of psychological data.

Prerequisite for or concurrent with Psychology 301.

Prerequisite for Psychology 332 and 444.

PSYCHOLOGY 301-302—EXPERIMENTAL PSYCHOLOGY.

Credit: three hours each semester.

A study of the methods, facts, and theories of experimental psychology, with an emphasis on sensation and perception, motivation and learning. Experience in designing and conducting experiments to test hypotheses concerning human and animal behavior.

Prerequisite or concurrently: Psychology 241 or equivalent.

PSYCHOLOGY 331—THE PSYCHOLOGY OF HUMAN LEARNING. (EDUCATION 331).

Credit: three hours a semester.

A study of theory and research on the process of human learning, emphasizing applications to education.

Offered both semesters.

PSYCHOLOGY 332—PERSONNEL AND INDUSTRIAL PSYCHOLOGY. (ECONOMICS 332).

Credit: three hours second semester.

Applications of psychology to problems of employee selection, adjustment, training, and the efficiency of performance in business and industry.

Prerequisite: Psychology 241 or equivalent.

PSYCHOLOGY

PSYCHOLOGY 336—THE EXCEPTIONAL CHILD.

Credit: three hours second semester.

A consideration of the psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed.

Offered 1967-68 and alternate years.

PSYCHOLOGY 340—PHYSIOLOGICAL PSYCHOLOGY.

Credit: three hours second semester. Two lectures and one two-hour laboratory each week.

A consideration of anatomical and physiological correlates of behavior.

Offered 1967-68 and alternate years.

Recommended: Psychology 301-302 and/or previous work in biology.

PSYCHOLOGY 441—THEORIES OF PERSONALITY.

Credit: three hours first semester.

A consideration of the major theoretical attempts to explain human personality, based on relevant clinical and experimental data.

Prerequisite: Psychology 232 or equivalent.

PSYCHOLOGY 442—ABNORMAL PSYCHOLOGY.

Credit: three hours second semester.

An overview of the causes and diagnosis of mental disorders, together with therapeutic methods.

Prerequisite: Psychology 232 or equivalent.

PSYCHOLOGY 444—TESTS AND MEASUREMENTS.

Credit: three hours second semester.

An introduction to the construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales.

Prerequisite: Psychology 241 or equivalent.

PSYCHOLOGY 445—HISTORY AND CONTEMPORARY ISSUES.

Credit: three hours first semester.

A consideration of selected theoretical and methodological issues of contemporary psychology viewed in historical perspective.

Required for psychology majors; other students admitted with consent of the instructor.

PSYCHOLOGY 447—SOCIAL PSYCHOLOGY.

Credit: three hours first semester.

A study of factors affecting the behavior of the individual in the social setting.

Prerequisite: Psychology 232 or equivalent.

PSYCHOLOGY 451—ADVANCED GENERAL PSYCHOLOGY.

Credit: three hours first semester.

A survey of the entire field of psychology at an advanced level. Required of all psychology majors except those exempted by special examination.

Prerequisite: Senior standing and a minimum of eighteen hours in psychology.

PSYCHOLOGY 460—RESEARCH PROBLEMS.

Credits: one to three semester hours.

Intensive reading and research on a topic of interest to the student. For students with mature interest and ability in psychology.

Offered on demand.

PSYCHOLOGY 470—THESIS SEMINAR.

Credit: three hours first semester.

Thesis to be written according to the Publication Manual of the American Psychological Association.

PSYCHOLOGY 490—DEPARTMENTAL HONORS.

RELIGION

Craven Professor Crownfield, Chairman,
Professor J. F. Moore
Assistant Professor Pipkin
Visiting Professor Smith
Instructor M. Keiser

The courses in the Department of Religion are intended to acquaint the student with the central content of the Judaeo-Christian tradition and to provide a sound basis for further professional training for the ministry and for teaching. Courses in contemporary religious thought also offer opportunity for considering some of the important issues relating to God, man, and the world.

A major in religion consists of twenty-eight hours with courses chosen from this group: Religion 103, 105, 106, 202, 203, 221, 222, 232, 337, 338, 362, and 364, plus two of the following: Religion 331-332, 421-422, or 463-464 (six hours).

Students planning to satisfy the core curriculum requirements by offering three hours of religion should normally take Religion 201. Religion 202 and Religion 106 are also acceptable. Students offering six hours in religion may take either 105-106, or 201 followed by any of the following: 202, 210, 221, 222, 226 or 232.

Appropriate related fields are English, history, music, philosophy, psychology, and sociology. In special cases other subjects may be acceptable.

RELIGION 103—ORIENTATION IN RELIGION.

Credit: one hour first semester.

Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion.

Offered in 1967-68 and alternate years.

RELIGION 105—SURVEY OF THE OLD TESTAMENT.

Credit: three hours first semester.

Introduction to the history, literature, and religious thought of the Old Testament.

RELIGION

RELIGION 106—SURVEY OF THE NEW TESTAMENT.

Credit: three hours second semester.

Introduction to the history, literature, and religious thought of the New Testament.

RELIGION 201—THE JUDAEO-CHRISTIAN TRADITION.

Credit: three hours first semester.

Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism. Discussion of basic religious problems.

RELIGION 202—NON-WESTERN RELIGIONS.

Credit: three hours second semester.

Hinduism, Buddhism, Islam. Resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism.

RELIGION 203—ORIENTATION IN RELIGION.

Credit: one hour first semester.

Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion.

Offered in 1968-69 and alternate years.

RELIGION 210—HISTORY AND PRINCIPLES OF THE SOCIETY OF FRIENDS.

Credit: three hours a semester.

The impulse which produced the Society of Friends and how it spread and found expression under various conditions.

Offered both semesters.

RELIGION 221—PHILOSOPHY OF RELIGION.

Credit: three hours first semester.

The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

Offered in 1967-68 and alternate years.

RELIGION 222—CONTEMPORARY THEOLOGY.

Credit: three hours second semester.

Current thinking about Christianity and its relevance to man and his world.

Offered 1967-68 and alternate years.

RELIGION

RELIGION 226—DEVOTIONAL LITERATURE.

Credit: three hours second semester.

Classic expressions of Christian devotion and their contributions to an understanding of the nature and expression of worship.

Offered on sufficient demand.

RELIGION 232—CHRISTIAN ETHICS.

Credit: three hours first semester.

Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community.

Offered 1967-68 and alternate years.

RELIGION 321-322—CHRISTIAN EDUCATION.

Credit: three hours each semester.

The concepts of Christian religious education and the forms and methods by which Christian faith is kindled and nourished.

Offered on sufficient demand.

RELIGION 337-338—HISTORY OF CHRISTIANITY.

Credit: three hours each semester.

Christian thought and institutions from their beginnings to the present day.

Offered in 1968-69 and alternate years.

RELIGION 362—RELIGION SEMINAR.

Credit: one hour second semester.

Introduction to periodical literature in religion.

Offered 1967-68 and alternate years.

RELIGION 364—RELIGION SEMINAR.

Credit: one hour second semester.

Consideration of some special topic not covered in courses.

Offered in 1968-69 and alternate years.

RELIGION 421-422—CONTEMPORARY RELIGIOUS THOUGHT.

Credit: three hours each semester.

Leaders and topics in contemporary theological and philosophical thought about religion.

Offered on sufficient demand.

Prerequisite: Religion 221-222.

RELIGION 463—ADVANCED SEMINAR IN OLD TESTAMENT.

Credit: three hours first semester.

A topic or topics selected from the Prophets, the Law, the Writings.

Offered on sufficient demand.

Prerequisite: Religion 105.

RELIGION 464—ADVANCED SEMINAR IN NEW TESTAMENT.

Credit: three hours second semester.

A topic or topics selected from the following: the life and teaching of Jesus, the Pauline Epistles, the Johannine Writings, the General Epistles.

Offered on sufficient demand.

Prerequisite: Religion 106.

RELIGION 470—SENIOR THESIS.

RELIGION 490—DEPARTMENTAL HONORS.

GRADUATE STUDY IN RELIGION

Guilford College offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

REQUIREMENTS FOR ADMISSION

Candidates for a degree must have the degree of Bachelor of Arts or the equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree. Prospective students should take the Graduate Record Examination.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative, and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of thirty semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French, or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

At present, two three-hour courses, or the equivalent, are offered each semester.

FEES

The cost is $32.00 per credit hour per semester plus a registration fee of $10.00. Limited scholarship help will be available, the amount being determined by academic standing and need.

Courses to be offered upon sufficient demand.

RELIGION 511—EARLY CHRISTIANITY.

Credit: three hours first semester.

The books of Acts, with especial attention to the interaction of Christianity and its environment.

RELIGION 512—NEW TESTAMENT THOUGHT.

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

RELIGION 514—THE TEACHING OF PAUL.

Credit: three hours second semester.

The unique message of Paul and its relation to contemporary Jewish and Hellenistic religion.

RELIGION 521—PREACHING: PRINCIPLES AND PRACTICE.

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

RELIGION 522—PREACHING: PRINCIPLES AND PRACTICE.

Credit: three hours second semester.

A continuation of Religion 521.

RELIGION 523—QUAKER LEADERSHIP.

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism and to prepare him for assuming responsible leadership within the Society of Friends.

RELIGION 524—QUAKER LEADERSHIP.

Credit: three hours second semester.

A continuation of Religion 523.

RELIGION 531—CONTEMPORARY THEOLOGIANS.

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr.

RELIGION 532—QUAKER THOUGHT.

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

RELIGION 541—SEMINAR IN THE PHILOSOPHY OF RELIGION.

Credit: three hours a semester.

RELIGION 542—SEMINAR IN NEW TESTAMENT.
Credit: three hours a semester.
RELIGION 543—SEMINAR IN CONTEMPORARY THEOLOGY.
Credit: three hours a semester.
RELIGION 545—SEMINAR IN OLD TESTAMENT.
Credit: three hours a semester.
RELIGION 570—MASTER'S THESIS.

RUSSIAN

See page 92.

SOCIOLOGY AND ANTHROPOLOGY

Professors Stafford, Chairman, and Dinkel
Associate Professor Zopf
Assistant Professors Christenson and R. Johnson
Instructor Medford
Visiting Lecturers Gezon and Gottschall

A major in sociology and anthropology requires twenty-four semester hours plus four hours in seminars or laboratories (or an alternative arrangement approved by the department). Considerable variety in choice of courses in major and related fields is possible. However, students working toward Bachelor of Science degrees must include courses in research methods, statistics, and demography; those working toward Bachelor of Arts degrees and full recommendation to graduate schools must include Physical and Cultural Anthropology, Social Dynamics, Social Structure, Research Methods, and Social Theory. Majors planning careers in social work should include Social Problems, Marriage and the Family, Crime and Delinquency, Cultural Anthropology, Casework and Groupwork, and Community Organization.

Students considering careers in law, religion, government, teaching, social work, group work or recreation, social research, business, public relations, human relations, labor relations, personnel, etc., are invited to consider majoring or developing a related field with this department.

SOCIOLOGY AND ANTHROPOLOGY

Sociology majors must meet the requirements of the core curriculum in the social sciences by at least one approved economics course *and* one political science course —six hours *in addition* to Sociology 200. They will be expected to choose either Logic 190 or Mathematics 111 to meet that core requirement, and they are urged to take statistics.

By special written permission from the Sociology-Anthropology Department, certain related or interdisciplinary courses may be counted toward a major. For example, courses dealing with social psychology, Latin American culture history, Far Eastern cultures, international relations, law and society would be favorably considered. Usually no more than two such substitutions would be allowed.

Special research projects, tutorial reading arrangements, and field work with social agencies may be arranged with departmental permission.

A written and oral comprehensive examination covering the major field—with due consideration of individualized and specialized study areas—must be passed before admission to candidacy for a degree.

SOCIOLOGY 200—INTRODUCTORY—THE SOCIAL SCIENCES.

Credit: three hours a semester.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, processes of socialization and personality structure.

Offered both semesters.

Prerequisite for all other Sociology-Anthropology courses.

Required of all students.

SOCIOLOGY 210—LABORATORY IN INTERPRETATION OF DATA.

Credit: one hour a semester.

Study and practice with common logical, semantic, and statistical data.

To be taken by majors concurrently with or immediately after Sociology 200.

Offered both semesters.

SOCIOLOGY 214—URBAN SOCIOLOGY.

Credit: three hours second semester.

A study of urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas.

Offered 1967-68 and alternate years.

SOCIOLOGY 220—SOCIAL PROBLEMS.

Credit: three hours a semester.

A study of some of the major problems of contemporary society, family disorganizations, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Offered both semesters.

SOCIOLOGY 224—MARRIAGE AND THE FAMILY.

Credit: three hours second semester.

A cross cultural study of courtship, marriage, and the family with emphasis on practical problems of marriage, parenthood, and the family in contemporary society.

SOCIOLOGY 233—CRIME AND DELINQUENCY.

Credit: three hours first semester.

A study of the nature and causes of crime, crime statistics, an analysis of theory and methods of reformation, treatment, and prevention.

SOCIOLOGY 235—INTRODUCTION TO SOCIAL WORK: CASE WORK AND GROUP WORK.

Credit: three hours first semester.

A developmental history and description of public and private social service agencies, case work and group work processes.

SOCIOLOGY 236—COMMUNITY AND COMMUNITY ORGANIZATION.

Credit: three hours second semester.

An emphasis upon community and problems of community organization in urban settings; planning, financing, publicizing, organizing and coordinating public, quasi-public, and private agency services for the community, the more recent civil rights, poverty, and involvement programs.

SOCIOLOGY 250—SOUTHERN REGIONS.

Credit: three hours second semester.

An investigation of the physical and human resources, inherent capacity, history, and culture of the Southern Regions of the United States.

Offered 1968-69 and alternate years.

SOCIOLOGY 301—SOCIAL DYNAMICS, SOCIAL CHANGE AND DEVELOPMENTAL SOCIOLOGY.

Credit: three hours first semester.

An emphasis on dynamics and processes of social change, an effort to integrate social change with structure-function theory.

Offered 1967-68 and alternate years.

SOCIOLOGY 318—POPULATION PROBLEMS.

Credit: three hours second semester.

Demographic history, theory, determinants, consequences.

Offered 1968-69 and alternate years.

SOCIOLOGY 339—METHODS OF RESEARCH IN THE SOCIAL SCIENCES.

Credit: three hours first semester.

Scientific method, logic of the social sciences, modern research techniques and methods, case studies, questionnaires, scaling, and basic statistics.

Offered 1967-68 and alternate years.

SOCIOLOGY 348—INDUSTRIAL SOCIOLOGY. (ECONOMICS 348).

Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories, and comparable organizations as social systems.

Offered 1967-68 and alternate years.

SOCIOLOGY 360—EDUCATIONAL SOCIOLOGY.

Credit: three hours.

Emphasis on intergroup relations, the function and operation of various agencies operating within the community, the role of the school, methods and materials of intergroup education.

Offered upon sufficient demand.

SOCIOLOGY 365—RACIAL AND ETHNIC RELATIONS.

Credit: three hours first semester.

A review of attempts to study racial and ethnic differences, attitudes, the present status of racial and ethnic groups in the U.S. and throughout the world and of the dynamics of their changing relations.

Offered 1968-69 and alternate years.

SOCIOLOGY 391—INTRODUCTORY ANTHROPOLOGY.

Credit: three hours first semester.

A study of human origins and the earliest stages of growth of important social institutions, invention, diffusion, etc. Introductory paleontology, somatology, archaeology and linguistics.

Offered 1968-69 and alternate years.

SOCIOLOGY 392—CULTURAL ANTHROPOLOGY.

Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation, social organization and social institutions — especially modern primitive — along with application of anthropological methods to subdivisions of modern Western society.

SOCIOLOGY 420—SOCIAL STRUCTURE.

Credit: three hours second semester.

Social differentiation and stratification, social systems, forms of group life, complex organization and bureaucracy.

Offered 1967-68 and alternate years.

SOCIOLOGY 426—SOCIOLOGY OF RELIGION.

Credit: three hours.

Studies of the interaction of religious experience and tradition with socio-cultural and institutional phenomena. Emphasis upon developments within Western and Christian cultural patterning but some attention to the larger non-Christian religious developments and to primitive or preliterate religion.

Offered upon sufficient demand.

SOCIOLOGY 440—SOCIAL THEORY.

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

Open only to advanced students with permission.

SOCIOLOGY 450-451-452-453—SEMINARS.

Credit: one hour each semester for four semesters.

An effort to supplement formal courses with current material from sociological and social case work journals, reports, discussions, occasional presentations by visiting lecturers; field trips; major topics to be selected according to the needs and interests of the groups.

SOCIOLOGY 460—RESEARCH OR FIELD WORK IN SOCIOLOGY.

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or properly supervised and reported experiences in human relations, small group or community organizations' studies or projects, institutional services or work camp experiences, field work with approved social agencies.

Open only to advanced students with permission.

SOCIOLOGY 470—SENIOR THESIS.

By permission only. Credit: to be determined.

Form to be that given in the Turabian *Manual* with options suggested by the department.

SOCIOLOGY 490—DEPARTMENTAL HONORS.

By permission only. Credit: to be determined.

A reading course, tutorials, bibliography, and final oral examination conducted by visiting examiners.

ACADEMIC PROCEDURES AND REGULATIONS

ATTENDANCE AT CLASSES AND CONVOCATIONS

Regular class attendance is taken for granted in many courses. The student who is frequently absent loses the continuity of the course, misses the interpretation of the subject-matter, and in general sacrifices values for temporary convenience. Regular attendance is usually required in beginning classes in language and in other freshman courses—in any case, it is highly desirable. Faculty policy in reporting absences varies; each member will make his position on absences clear to his students.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations.

No absences are allowed in classes meeting the twenty-four hours before and after vacations.

Students who are on probation are allowed no absences except those excused by the deans.

Regular students enrolled on the Main Campus are required to attend morning convocations once a week and the two evening convocations scheduled for each semester. Three absences will exclude a student from college.

Students enrolled on the Downtown Campus are not required to attend convocations.

CLASS STANDING

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by the official standards, which are as follows:

Freshman: Certificate of graduation from an accredited high school with credit for sixteen acceptable units.

Sophomore: The satisfactory completion of twenty-four semester hours toward a degree.

Junior: The satisfactory completion of fifty-four semester hours toward a degree.

Senior: The satisfactory completion of eighty-four semester hours toward a degree.

Special student: A person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, he must first satisfy the full entrance requirements. A resident student, although classified as a special student, is required to pay the college and student activity fees.

Graduate student: A student who has a bachelor's degree and has been admitted to the graduate program.

Auditor: A student who attends class and listens to lecturers, may participate in class discussions, but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the business office.

Every student in the above classifications will be a full-time or part-time student.

Full-time student: A student who carries at least twelve semester hours.

Part-time student: A student who carries fewer than twelve semester hours.

Part-time students must have the consent of the Dean of Students to room in the dormitories.

ACADEMIC REGULATIONS

ELIGIBILITY

All full-time students (carrying twelve hours or more) are eligible to participate in all college activities.

Part-time students may participate in college activities with the approval of the Student Affairs Committee of the Faculty.

Rules of N.A.I.A. and the Carolinas College Conference determine eligibility for intercollegiate athletics.

TRANSFER OF CREDIT TO GUILFORD COLLEGE

To transfer credit, the applicant must present a statement of honorable dismissal, a catalogue of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring.

Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges.

A maximum of sixty-four semester hours (including physical education) will be accepted from a junior college.

Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of thirty hours of work at Guilford College.

All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college.

The student's quality point average is computed from grades given for work done at Guilford College.

TIME LIMITATION FOR UNDERGRADUATE COURSE CREDIT

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted; but credits earned more than ten years earlier would have to be evaluated by the Academic Dean and the Chairman of the Major Department.

READMISSION

All students must apply for readmission by April 15th if they plan to return in the following September. Applications received after that date will be approved if space is available; if not, a later entrance date will be approved.

All freshmen and other students who are entering Guilford for the first time should achieve a quality point average of .40 or more in order to be eligible to register for the second semester.

To be eligible for readmission at the beginning of the second year or later, a student must attain the following minimum levels: fewer than forty semester hours attempted, a cumulative quality point average of .60; forty to seventy-five hours attempted, a cumulative quality point average of .80; over seventy-five hours attempted, a cumulative quality point average of 1.00.

Averages are computed at the end of each semester. (Credit points earned in the summer session are included in the average of the semester preceding).

Those who do not qualify for readmission according to these standards and those previously dismissed for academic reasons may re-apply after one year's absence.

If in the judgment of the Academic Retention Committee, the applicant shows evidence of increased maturity and purpose, and academic potential, he may be admitted on probation for one semester.

ACADEMIC PROBATION

Students who barely qualify for readmission will be classified as probationary students. This applies to students who, with fewer than twenty semester hours attempted, have a cumulative quality point average under .60; with twenty to thirty-nine hours attempted, a cumulative quality point average of under .80; and with forty or more hours attempted, a cumulative quality point average under 1.00.

Those students readmitted under the condition of probation are believed to be capable of doing acceptable college work; they should confer with their advisers and avail themselves of the tutoring offered by a number of departments in order to make the most of this opportunity to raise their own standards of achievement.

Students who do not progress satisfactorily during two consecutive semesters on probation are not permitted to register for the following semester. However, they may apply for readmission one year later.

Students dismissed a second time for academic reasons will not be permitted to return.

Probation students are not permitted any unexcused absences from class.

Students who terminate regular class attendance will be dismissed.

WITHDRAWAL

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Dean of Students.

SUSPENSION OR DISMISSAL

The college reserves the right to suspend or dismiss any student at any time when, in the judgment of the proper authorities, such action is advisable. Thus the privilege of attendance may be withdrawn in the case of any student who is unwilling to adjust himself to the institution's regulations and environment. No credit is given for work done during the semester in which dismissal occurs.

THE PASS-FAIL OPTION

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one

course each semester on a pass-fail basis. The student meets all of the normal requirements of each course so selected and will receive the normal hours of credit for such a course, but will not receive the regular letter grades. Hours earned on courses passed reduce the total required for graduation; thus do not affect the quality point averages.

It will be necessary for the student to have the instructor's consent to enter the course; once he has decided to adopt the pass-fail option, he will not be able to change his registration.

The pass-fail option does not apply to courses required in the student's field of major interest or to any core curriculum course except English 105 (Bibliography and Bibliographical Method.)

GRADING

A student's grades are determined by his daily preparations, participation in class discussions, the quality of his written work and results of quizzes, quarter and semester examinations. Reports are issued four times a year and may be obtained from faculty advisers. A represents exceptional achievement, B superior, C average, D passing and F failing. Inc. is given for work which has not been completed because of conditions beyond the student's control. An Incomplete not made up by mid-semester of the next regular term becomes an F. W indicates withdrawal within thirty days after the beginning of a term. Under extenuating circumstances, this time may be extended on the recommendation of the Dean of Students. After the thirty-day period, the student receives a W/P (withdrawal with a passing grade) or a W/F (withdrawal with a failing grade.)

Quality points are given for grades above a D; three for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have as many quality points as he has academic hours. Cumulative quality point averages

are determined by dividing the accumulated quality points by the total number of hours attempted minus hours in courses marked W or W/P, the four hours in required physical education, and any hours earned in courses taken on the pass-fail option.

When a course is repeated, the additional hours are added to the total of hours attempted and the quality points are included in computing the cumulative average.

Quality point averages are computed at the end of each semester; those earned in summer sessions are combined with averages of the spring semester.

THE DEAN'S LIST

The Dean's List is made up of the names of students who in the previous semester have made a B average (2.00 quality point average).

Sophomores, Juniors, and Seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes, quarter and semester examinations.

READING COURSES

A number of the courses listed may be taken independently with permission from the department. The student should have a 2.00 cumulative quality point average to qualify and should register for the course specifying his intention to pursue it as a reading course. In consultation with the professor directing his work, he should make up lists of works to be read and topics to be considered; in general, the materials covered correspond to those of the regular course. Class attendance is not required. To obtain credit, the student is required to make a satisfactory showing on an examination which consists of two parts: a three-hour written examination given by the professor in charge and an oral examination conducted by two members of the faculty.

DEPARTMENTAL HONORS

A student who has a quality point average of 2.50 or above in his major may enter upon independent study or scientific research at the beginning of the first or second semester of his senior year with the approval of the department concerned. He should present a preliminary statement which clearly defines the subject and outlines the method to be followed.

At the completion of his study, he will be given an oral examination conducted by three members of his department and a visiting faculty member and open to persons interested in attending. The student completing this study will receive up to six hours credit and at commencement will be awarded Departmental Honors in his field of study.

GRADUATING HONORS

Honors shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

High Honors shall be awarded to the senior attaining a quality point average of 2.70 or above.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree at Guilford College, a student is required to complete one hundred twenty hours of academic work with a C (or 1.00 point) average. (Students taking courses on the pass-fail basis will qualify for graduation with a total of less than one hundred-twenty points. Four hours of physical education are also required of all students except those with physical handicaps.

Note: At the Downtown Campus only full-time male students must meet the physical education requirements.

DEGREES—A.B. AND B.S.

Graduates with majors in biology, business management, chemistry, mathematics, physics, and psychology are awarded the Bachelor of Science degree unless they request the Bachelor of Arts degree. All other majors are awarded the Bachelor of Arts degree.

GRADUATE DEGREE

The Religion Department offers a program of graduate study in religion and confers the degree of Master of Arts upon its satisfactory completion. Candidates are required to complete thirty hours of advanced study, to pass an examination part of which is written and part oral, and to write a thesis requiring original research.

MAJOR FIELD

Each student selects a major field and related fields which tend to develop and deepen aspects of his chosen field, reflect other interests, or meet particular needs. A major consists of at least twenty-four to thirty-six semester hours. The total number of semester hours in major and related fields should not be less than fifty-four. Note departmental requirements. Core curriculum courses do not carry credit for a major in some departments.

COURSE CREDIT

Courses passed with a grade below a C cannot be credited toward requirements in a major field.

REQUIREMENTS FOR GRADUATION

LENGTH OF TIME REQUIRED TO OBTAIN A BACHELOR'S DEGREE

No student who has attended college less than six semesters and two summer terms or the equivalent will be eligible to receive a degree. A minimum of two semester's study at Guilford College with the last semester spent in residence is required.

FOREIGN LANGUAGE

Each candidate for a bachelor's degree must take two years or the equivalent in a foreign language and pass the comprehensive examination in that language one semester before graduation.

SPEECHES

Each student makes a *sophomore speech* in his major field; this talk should be at least ten minutes in length and should demonstrate the ability to organize materials or to explain research in a clear, effective manner. These speeches are usually given in classes or seminars and reported by the faculty member present. The requirement is waived for a student transferring after he has completed his sophomore year. The *junior speech* is somewhat more extended in length and is heard by two members of the faculty. These two speeches, which are not to be prepared papers read before the class, gain in value if they deal with aspects of the same subject and also serve as preparation for the writing of the senior thesis.

THESES

All seniors except for the music majors are required to prepare theses. Students are expected to confer with the major professor or their advisers as early as possible and to plan their research and their writing well in advance, correlating the speeches and perhaps the writing of term papers and other individual projects with the production of the thesis.

The senior thesis is to be typed on non-erasable bond paper 8½ x 11 inches, sixteen pounds or heavier. The form

described in Turabian, *Manual for Writers of Term Papers, Theses, or Dissertations* is acceptable; each department, however, may recommend the form best suited to its own requirements.

THESIS SEMINARS

Each department can make a choice between continuing to supervise theses independently and hearing speeches in class and in regular seminars, or establishing a thesis seminar which will give instruction and direction in thesis writing and may also offer opportunity for the giving of sophomore and junior speeches.

FILING OF THESIS SUBJECT, FIRST AND FINAL DRAFTS

The June graduate should file the subject, outline, and preliminary bibliography for his thesis with his adviser no later than December 1st.

The first draft must be submitted to the member of the faculty directing the study by March 1st; the final draft, approved and signed, must be in the Registrar's Office by May 15th.

First semester graduates complete the first draft by December 1st and file the final draft, approved and signed, in Registrar's Office by January 10th.

Summer school graduates complete the first draft by June 1st, and file the final draft no later than July 17th.

Music majors substituting graduating recitals for theses are required to submit a copy of the recital program signed by the Chairman of the Music Department and to file this copy with the Registrar by May 15th.

ADMISSION TO CANDIDACY FOR THE DEGREE

One semester prior to the time when a student expects to receive his degree he must make a written application and submit it to the Academic Dean of Guilford College; in this application he reports the satisfactory completion of the following:

REQUIREMENTS FOR GRADUATION

1. The Sophomore Speech
2. The Junior Speech
3. The Comprehensive Examination in a foreign language
4. The Core Curriculum Courses below the junior level
5. Cumulative quality Point Average of 1.00

Note:

Transfer students are eligible to become candidates for the degree prior to the completion of the comprehensive examination in foreign language and the core curriculum courses below the junior level although they must meet these requirements before graduation. Students entering as juniors are not required to make the sophomore speech.

Students who fail to meet the deadlines established for the completion of academic requirements for a degree, will receive the degree at the next regular commencement following the successful completion of their work.



Student Life

THE SETTING FOR STUDENT LIFE

FOUNDERS HALL is the original building of New Garden Boarding School, which opened in 1837. It now contains reception rooms, small parlors, an apartment for the head resident on the first floor; infirmary and nurse's quarters on the second, and rooms for women students on second and third floors.

Dining rooms and a large modern kitchen are just behind Founders and connected with it; and there is a snack bar in the basement room.

ARCHDALE HALL, erected in 1886, is the second oldest building on the campus, and is named for a colonial governor of North Carolina, the Quaker John Archdale. A dormitory for generations of Guilford men, it now contains faculty offices and a secretarial office.

MEMORIAL HALL, built in 1897, was given by James B. and Benjamin N. Duke as a memorial to their sister, Mary Elizabeth Lyon—all three studied at New Garden Boarding School in the 1870's. Memorial Hall has served a variety of purposes, now in 1967 it is being remodelled to provide class rooms and faculty offices and enlarged by the addition of the Leake Cultural Center and the Price Language Laboratories made possible by memorial gifts.

MARY HOBBS HALL was built in 1907 to provide an opportunity for girls to reduce expenses by doing cooperative housekeeping. Mary Mendenhall Hobbs, the wife of Guilford's first president, was deeply interested in the education of young women, and this building is a direct result of her interest and her zeal. Formerly called New Garden Hall, it was named for her in 1933. It contains rooms for fifty girls, an apartment for the head resident, reception rooms, dining room and kitchen.

THE LIBRARY, built in 1909 with aid from Andrew Carnegie, was enlarged in 1950 and again in 1964. It now contains a large periodical room, a reference room, a reserve book room, open stacks equipped with individual

study carrels, Quaker Collection Rooms, a Fine Arts Room, and a student lounge. The periodical room is the only major part of the building not yet air-conditioned.

KING HALL is named in honor of Francis T. King, Quaker philantropist and leader, who acting through the Baltimore Association, gave great assistance to New Garden Boarding School during the difficult period of reconstruction and helped the school to become the college. King Hall consists of two sections, the classroom block at the back built in 1910 and the front wing added in 1949, which is a modern science hall with the pillared Georgian look.

COX HALL, three sections built in 1912 and two others in 1917, bears the name of Jeremiah S. Cox, who served Guilford College as a trustee for forty-nine years. It contains rooms for fifty-two men students.

THE GYMNASIUM, erected in 1940, is a modern Georgian building well adapted to the use of the Athletic Department. It contains offices, classrooms, trophy room, a large room for use of Women's Physical Education Department, team rooms and a playing floor with bleachers to seat approximately nine hundred spectators.

KATHRINE HINE SHORE HALL, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife and is named for her. It is a modern Georgian Colonial dormitory designed for fifty women students and a head resident and has a spacious parlor, a basement lounge with kitchenette, and attractive rooms.

THE JOHN GURNEY FRAZIER APARTMENTS are named for their donor, a 1924 graduate of Guilford College, but also commemorate his father and his son, John Gurney Frazier, Senior, and John Gurney Frazier III.

The first units of Frazier Apartments, 4½-room and 3½-room modern, permanent duplex living units to provide housing for married students, were constructed in 1954. Thirty-six apartments are now available for rent

to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Manager.

THE COLLEGE UNION, opened in 1956, is close to New Garden Hall, King Hall and the Library. It contains a spacious central hall suitable for many occasions: lectures and programs, class meetings, dances, teas, and other social activities. The college bookstore, a branch of Wills' Bookstore of Greensboro, quarters for the staff of *The Quaker* and *The Guilfordian*, and an office for the Director of Student Activities are also located in the Union.

ENGLISH HALL, a dormitory built to accommodate fifty-two men and a head resident is located east of Archdale Hall. Built in 1957, it was given by Nereus C. English, class of 1926 and trustee for many years, and his brother Thomas English, members of a family influential in the history of Guilford College.

EDUCATION BUILDING, Downtown Campus, is located at 501 West Washington Street, and is a three-story building containing administrative offices, an auditorium, large classrooms, the library, a laboratory, and rooms equipped for typing and drafting. It was built in 1958 with funds contributed chiefly by interested persons and business firms in Greensboro.

CHARLES A. DANA SCIENCE HALL, located on the Downtown Campus, is a three-story brick building adjoining the Education Building. It has completely equipped laboratories for physics, chemistry, and biology as well as special facilities for the teaching of languages, and arts and crafts. Completed in 1960, it is named for Charles A. Dana, whose generosity and that of Greensboro citizens interested in maintaining education especially planned for the Greensboro area, made its erection possible.

ARMFIELD ATHLETIC CENTER, which includes the baseball diamond, the running track and the football field, was dedicated in the fall of 1961 and named in honor

of William J. Armfield, Jr., the donor. It commemorates his sons Britt M. Armfield and William J. Armfield III, as well as the long continued interest in Guilford College shown by William J. Armfield, Senior, a member of the class of 1894.

DANA HALL, completed in 1961, is the center of many activities and well illustrates Charles A. Dana's many-sided interest in education as well as the loyal support Guilford College receives from its alumni and former students, its friends in Greensboro and elsewhere. The building houses the Department of Religion and the Music Department, contains classrooms and offices, practice rooms, a Choir Room given in memory of Baxter and Gertrude Frazier Sellars, the Ragan Parlor and serving room, the Mary Moon Meeting Room given by the Taylor family of Stokes County as a memorial to a Quaker minister and designed in the Quaker tradition.

The auditorium seats a thousand people; the stage is large and is well equipped for the production of plays and for other programs; there is an excellent organ given as a memorial to Louella C. and Rufus H. Mitchell. The entire building is air-conditioned.

CLYDE A. AND ERNESTINE C. MILNER HALL is the men's dormitory completed in 1962. It contains rooms for 256 students and their counselor, a nicely furnished foyer and space for recreational facilities. The rooms are equipped with built-in furniture and lavatories. The building is designed in the Georgian tradition and is well situated with a long terrace facing east and overlooking tennis courts, golf courses and lake; a second terrace with a wide sloping lawn faces west.

This building is named for the fourth president of Guilford College and for Mrs. Milner, Professor of Psychology.

RAYMOND AND HELEN T. BINFORD HALL, the women's dormitory built in 1962, is located close to Shore

Hall. It contains eighty-one student rooms each with built-in furniture, an apartment for the head resident, social rooms, and recreational facilities. It is named for Raymond Binford, Guilford's third president, and for his wife, who was especially interested in the education of young women.

NEW GARDEN HALL is located on the main drive into the campus and is directly opposite Dana Hall. In 1966 this building, which had been New Garden Friends Meeting House, was completely remodelled and renovated to provide attractive, nicely furnished offices for the administrative division of the college and a board room for the use of the trustees and faculty committees. The portrait of Nathan Hunt, considered to be a founder of New Garden Boarding School, hangs in the foyer.

THE SCHIFFMAN HOME, located on South Spring Street directly across from the Downtown Campus of Guilford College, was given to Guilford by the family of Arnold A. Schiffman, prominent Greensboro business man and one of the founders of the Greensboro Evening College which became the Downtown Campus. This building is used for faculty offices.

STUDENT ORGANIZATIONS

The Guilford ideal of education implies a process of growth involving the whole man—mind and spirit and body. While emphasis is given to intellectual growth, opportunities are provided for religious, cultural, recreational and social activities designed to develop all aspects of character and personality. Student self-government is emphasized and a sense of responsibility is expressed through the Honor System and through the support of college regulations and ideals.

STUDENT LEGISLATURE AND ITS SUBSIDIARY ORGANIZATIONS

Student government for Guilford's undergraduates is represented by the Guilford College Student Legislature, which acts in behalf of students and college interests. Modeled after the government of the United States, it consists of three branches: legislative, executive, and judicial.

Executive

The Executive Council consists of the president, vice president, secretary and treasurer of the Student Legislature. These officers are elected by the student body annually in the spring election.

Legislative

The Student Legislature is made up of the Executive Council, the presidents or chairmen of the Student Affairs Board, the Men's Interdormitory Government, the Women's Student Council, the Honor Board, the Day Students Committee, the College Union, plus the class presidents, four senior class representatives (two men and two women), four junior class representatives (two men and two women), two sophomore class representatives (one man and one woman), and two freshman class representatives (one man and one woman).

This body is vested with the power to make legislation pertaining to the student body as a whole and to coordinate and direct the several subsidiary organizations of the government.

JUDICIAL

The judicial duties and powers of the Student Legislature are vested in the Women's Student Council, the Men's Interdormitory Government, and the Honor Board. These organizations have jurisdiction over all infractions of rules as set forth by their individual constitutions.

Further, the Court of Appeals, made up of the Vice President of the Student Legislature, two men and two women from the Legislature, the Dean of Students, Dean of Women and two members from the Student Affairs Committee of the Faculty, hears all cases of appeal from the Honor Board.

The Student Affairs Committee of the Faculty Committee hears infractions referred by student organizations or by the personnel deans. Cases acted upon by the Men's Interdormitory Government and the Women's Student Councils may be appealed to this committee.

The Pathfinder, a handbook prepared by the Secretariat Committee, contains detailed information on campus organizations and on student government regulations.

THE HONOR BOARD

The Honor System is a program through which students safeguard and promote the ideals of their college through corporate and individual attitudes and action.

The Honor Board, composed of student representatives chosen by the student body in the annual election and three faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE STUDENT AFFAIRS BOARD

The Student Affairs Board is the budget committee of the Student Legislature and is composed of the treasurers of all campus organizations which draw their funds from the Student Activities Fee. This board receives requests from organizations and prepares the budget, which must then be approved by the Student Legislature and the student body.

THE GUILFORD COLLEGE UNION

The College Union is a part of the educational program of the college. Through its various boards and committees, it provides a social, cultural, and recreational program, aiming to coordinate free time activity with education. In all its processes, it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

Included in the College Union's functions are such activities as dances, concerts, films, Homecoming, lectures, exhibits, programs by performing artists, college calendar, collegiate and intercollegiate tournaments, and other recreational activities.

THE DAY STUDENT COMMITTEE

The Day Student Committee holds bi-weekly meetings; its members participate in intramural activities and in other campus organizations and are represented in the Student Legislature. Its aim is to strengthen the bonds between the students from the Downtown Campus and those on the Main Campus.

THE WOMEN'S STUDENT COUNCIL

The Women's Student Council is a subsidiary of the Student Legislature geared to serve the women students. It is composed of representatives from each class elected within the dormitories and of two day student representatives. The W.S.C. acts as a mediator between the women students and the administration. It promotes dorm activities, and inter-action and unity among all women students. Its primary purpose is to further the morale of the women students and to encourage character, leadership, and service. Activities sponsored by the W.S.C. include a Christmas party for under-privileged children, faculty bake sales, doughnut sales, fashion shows, dorm parties and picnics.

THE MEN'S INTERDORMITORY GOVERNMENT

The Men's Interdormitory Government is a division of the Guilford College Student Legislature and as such, is responsible to the Legislature. The government is made up of two basic units: the individual dormitory governments and the interdormitory council. The representatives of the government are elected by the members of the various sections within the dormitories. The purpose of the Men's Interdormitory Government is to maintain within the men's resident student body a harmonious and helpful relationship, conducive to learning and maturing.

OTHER ORGANIZATIONS

A CAPPELLA CHOIR

This concert choir, which made its initial appearance at the commencement exercises in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States, it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Cappella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and the opportunity to carry a real message to many groups of people.

ALPHA PHI OMEGA—Pi Nu Chapter

The purpose of Alpha Phi Omega is to assemble college men in the fellowship of the Scout Oath and Law, to develop leadership, to promote friendship, to provide service to humanity, and to further the freedom that is our national, educational, and intellectual heritage. It is dedicated to the principles of leadership, friendship, and service.

Membership in Alpha Phi Omega, a service fraternity, is open to any male student regularly enrolled at Guilford College. To be selected, the prospective Brother must show an earnest desire to render service to others; he must be or must have been affiliated with scouting, and must maintain a satisfactory scholastic average.

ORGANIZATIONS

ALPHA PSI OMEGA—Pi Theta Chapter

Alpha Psi Omega is a dramatic fraternity. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play. Students become candidates for election to membership in this organization by acquiring a stated number of points through participation.

BAND ASSOCIATION

This group was organized to increase and advance the spirit and knowledge of good music. Further, it seeks to promote the welfare of the college by building better school spirit and morale.

BIOLOGY CLUB

Membership in the Biology Club is open to majors in biology who are interested in furthering their knowledge in the field of study and the potential offered for graduate study.

BIOPHILE CLUB

The principal purpose of this club is to promote interest, appreciation, and knowledge of living organisms in their native environment and in captivity. The group participates in an educational program of movies, lectures, demonstrations, and field trips.

CHEERLEADERS.

The purpose of this organization is to promote school spirit and to encourage participation at athletic events.

COLLEGE MARSHALS

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with quality point averages of 2.00 or above are eligible. The marshals serve for commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

ORGANIZATIONS

DANA SCHOLARS

These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year in college but may receive the scholarship at any time after that year and may hold it as long as they maintain the 2.00 average. They are expected to do a limited amount of paper grading or tutoring or to give other assistance to the faculty and from time to time are asked to serve as a student advisory committee for faculty and administration.

DENOMINATIONAL CLUBS

A number of denominational groups have organized and meet regularly on the campus: Baptist Student Union, Canterbury Club, Hillel, Wesley Foundation, Westminster Fellowship, and Young Friends.

FINE ARTS CLUB

Students who take applied music subjects — piano, voice, violin, and organ — form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings and lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help to carry out the programs.

FINE MUSIC BROADCASTING SOCIETY

The purpose of this organization is to maintain and operate an FM radio station licensed to Guilford College by the Federal Communications Commission; to promote an interest among the student body in fine quality broadcasting as well as to make the students aware of its great potential as an educational medium; to provide an educational service to the people of Guilford College and the surrounding area, thus projecting the cultural image of the college.

Any interested Guilford College student showing a genuine desire to promote fine quality broadcasting as an educational medium shall, upon recommendation of a member, be eligible for membership.

ORGANIZATIONS

FOREIGN LANGUAGE CLUBS

French, German, Russian, and Spanish. These clubs are sponsored by the Foreign Language Department and each club seeks to cultivate interest in the history and the culture of the nationality studied and to increase understanding of its spoken language. The French Club sponsors an annual inter-language caroling at Christmas time.

FUTURE TEACHERS OF AMERICA

The future teacher organization promotes interest in professional education and provides opportunity for prospective teachers to add to their preparation.

GUILFORD COLLEGE COMMUNITY CHORUS

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratories annually since 1927. Membership is open to all students, faculty, and others who enjoy participating in the performance of these great works.

HISTORY CLUB

The History Club seeks to promote advancement of the study of history through increased knowledge.

INTERNATIONAL RELATIONS CLUB

This group engages in projects, discussions, and study of international affairs.

LITERARY SOCIETY

The purpose of the Guilford College Literary Society is to promote creative writing and develop artistic talents. The Literary Society's publication *The Piper* is edited and published by a student staff under the direction and sponsorship of a faculty adviser designated by the administration. Participation is open to all students interested.

MONOGRAM CLUB

The Monogram Club is composed of athletes who have won letters in one or more major sports and who have maintained a satisfactory scholastic average.

ORGANIZATIONS

PHI ALPHA THETA

Phi Alpha Theta is an honorary history society whose purpose is to promote interest in history. Students are eligible for membership when they have completed twelve hours work in history and have given evidence of interest and satisfactory scholarship.

PIPES AND DRUMS OF GUILFORD COLLEGE

A group of bagpipers, drummers and Highland Dancers begun in 1964. The only group of its kind in North Carolina, the *Pipes and Drums* are among the dozen collegiate pipe bands in the country and perform at various functions on and off campus.

PUBLICATIONS

The Guilfordian, the college newspaper, and *The Quaker,* the student yearbook, are edited and published by student staffs. Participation in some capacity is open to all students interested in the work of the publications.

RECREATION AND ATHLETICS

The athletic program at Guilford provides activities which are physically wholesome, mentally stimulating and satisfying, and socially sound. The major goal is to correlate and integrate athletics with the total educational program. Every effort is made to provide opportunities for all students to participate in a program of sports instruction and activities and in intramural and intercollegiate competition.

INTERCOLLEGIATE SPORTS. Guilford, as a member of the Carolina Conference and the National Association of Intercollegiate Athletics, sponsors intercollegiate teams in eight sports: football, basketball, baseball, tennis, golf, soccer, wrestling, and track.

INTRAMURAL SPORTS. Guilford has a well-balanced intramural program for both men and women. Participation and competition is by residence hall divisions.

ORGANIZATIONS

REVELERS CLUB AND DRAMATIC COUNCIL

The Revelers Club is the play-producing organization of Guilford College. Membership, open to all Guilford students, is based on participation in club activities in all phases of dramatic production. One act plays and film production along with participation in state and regional dramatic organizations fill out the year's drama program. The Dramatic Council is the executive organization of the Revelers Club. Members are elected on the basis of a point system.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the college) for the express purpose of encouraging and recognizing high academic achievement. Students with quality point averages of 2.50 are eligible for election at any time after their fifth semester; faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford; and honorary members are elected on the basis of published writings.

STUDENT CHRISTIAN ASSOCIATION

This group plans many of the religious programs on the campus including Religious Emphasis Week. Its major purpose is to encourage students to take an active and personal part in the religious life of the campus. The principal emphasis is on worship, study, service, and fellowship.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES

Membership is limited to seniors who have maintained a 1.25 cumulative quality point average and have contributed outstanding service to the college community. Members are elected by student body and faculty.

WOMEN'S ATHLETIC ASSOCIATION

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities for which fundamental skill has been acquired in physical education classes.

ORGANIZATIONS

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year, organizes tournaments on an inter-class basis in team and individual sports, affords extra-mural competition through occasional playdays and sports days, sponsors co-recreational tournaments in tennis and badminton, and has charge of May Day and certain social events.

Every girl in school is eligible for membership in the association and may qualify for awards. The cabinet consists of the following elected officers: President, Vice President, Secretary-Treasurer, Sports Manager, Equipment Manager, Dance Manager, May Day Chairman, Publicity Manager, Cheerleader Manager, and Social Chairman. These officers are elected in the annual spring election held for all student officers.

YOUNG DEMOCRATS

The group is composed of student and faculty members who are interested in the Democratic Party and participation in political activities of this party.

YOUNG REPUBLICANS

The club seeks to bring young people into the Republican Party and to provide its members with an opportunity to participate in political affairs.

SPECIAL SERVICES FOR STUDENTS

COUNSELING SERVICES

The welfare of each student is a primary concern of faculty and staff of Guilford College. Each dormitory is under the supervision of a head resident; freshmen are given guidance by the student staff of the orientation program and by their faculty advisers. Each student is assigned to a member of the faculty from the department in which he plans to major. These advisers assist the student in planning his academic program and follow his progress throughout his college career. The Dean of

Women and the Dean of Students are also engaged in counseling in many phases of college life.

The college seeks to deepen the sense of community and to offer each student the opportunity to develop fully in a lively, friendly atmosphere where each individual is respected and valued for what he is and what he can become.

HEALTH SERVICE

Two months before date of entrance, each incoming student is required to forward the report of a physical examination made by his physician and a certificate of vaccination for polio. These reports, sent to the Director of Admissions, are made available to the resident nurse.

The nurse's office and the infirmary are located on the second floor of Founders Hall. The nurse posts office hours and is on call for emergencies. The medical fee covers medicine and treatment for ordinary exigencies but not visits from a physician or calls at his office.

Students who are ill will be removed to the infirmary in Founders Hall by the direction of the nurse. There is no infirmary charge for the first five days of an illness.

For statement of fees and the cost of students' Medical and Accident Expense Reimbursement Insurance see pages 191-92.

Students who find it necessary to miss classes because of illness should consult the nurse before the time the class meets in order to obtain an official excuse.

PLACEMENT SERVICE

Guilford College offers a placement service to graduating seniors and alumni to assist them in securing suitable positions. Representatives from a number of high schools and business firms visit the college in the spring and interview students interested in teaching or in securing other positions. Appointments are made through the office of Student Personnel. Information on part-time employment during the school year is also available.

GENERAL REGULATIONS
STANDARD OF CONDUCT

It is expected that each individual student will feel a personal responsibility for upholding the ideals of Guilford College.

USE OF ALCOHOLIC BEVERAGES

College policy forbids possession or use of alcoholic beverages under any circumstances on campus or at any college related function. Disciplinary action will be taken in the case of students who drink elsewhere and, as a consequence, violate the law, or appear on campus or at any college function in an intoxicated or disorderly condition.

A college related function is one involving a college sponsored organization or a recognizable unit of college students, i.e., an athletic team, a club, or a residence hall unit.

The use of alcoholic beverages by all students is governed and controlled by the Alcoholic Beverage Control laws of the state of North Carolina.

GAMBLING

Gambling of any sort is not permitted on the Guilford College campus or in places where students reside.

FIREARMS, FIREWORKS

The possession or use of firearms, fireworks, or other materials which endanger student welfare is strictly prohibited and will be sufficient cause for disciplinary action.

REGULATIONS ON HOUSING

GENERAL

Students, other than those who live in their own homes in or near Greensboro, are normally required to room in one of the college residence halls.

All resident students except those living in Mary Hobbs Hall are required to eat in the Founders Dining Room. Students are expected to make payments for meals of their visiting friends directly to dining room personnel.

No allowance is made for meals which the student misses.

During vacation periods no meals will be served at the college, and all rooms must be vacated.

ROOM RESERVATIONS

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Dean of Students. Reservations become effective with the signing of the contract and the advance payment of $50.00 to be applied toward room rent for the first semester. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Dean of Students.

Returning students should make room reservations during the week following the spring vacation. An advance deposit of $50.00 and signing of a room contract for the year are required to reserve a room. The advance deposit is to be paid by April 15th and is refundable until June 1st.

ASSIGNMENT OF ROOMS

Entering freshmen are assigned dormitory rooms in the order in which they have been accepted by the college. Upperclass room preferences are honored on the basis of seniority. Students who wish to room together should so indicate at the time of application; their preferences will be honored whenever possible.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the Business Manager.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

FURNISHINGS

Rooms are provided with furniture, including bed and mattress. Pillowcases, sheets and towels will be furnished by the linen service. The $5.00 deposit will be refunded upon return of linens when the student leaves school. The student must provide his own pillow and blankets. Electric blankets are not permitted.

REGULATIONS

A special fee will be charged for electrical appliances used in students' rooms.

Students are not permitted to keep firearms in their rooms or to bring pets into the dormitory.

RESPONSIBILITY FOR LOSS

Occupants of a room are held responsible for any damage beyond normal wear. While the college does everything possible to safeguard the personal property of dormitory occupants, it assumes no responsibility for loss through disappearance, fire, or theft.

KEY DEPOSIT

A key deposit of $2.00 is required of all students. The deposit is refundable when the student gives up his room and returns the original key.

DORMITORY OCCUPANCY DURING VACATION PERIODS

All residence halls are closed during the Thanksgiving, Christmas, and Spring vacations.

DORMITORY OCCUPANCY DURING SUMMER

Dormitories are open during the summer for use by students enrolled in the Summer Session. Occupancy is not permitted other than during the actual term of Summer Sessions.

DISMISSAL FROM RESIDENCE HALL

The college reserves the right to dismiss from a dormitory any occupant whose room is not kept in good order or whose presence for any reason is regarded as an infringement upon the rights of others. In such cases there is no refund of rental paid.

STUDENT USE OF MOTOR VEHICLES

Permission for Guilford Students to have motor vehicles at the college or in Greensboro is limited to those who are at least twenty-one years of age or have attained sophomore rank, or to those who commute from their home in or near Greensboro. Where exceptions to these rules may become necessary, as in some cases of employment,

special permission to operate a motor vehicle may be given by the Dean of Students. Permission for a student to operate a motor vehicle while in residence at the college may be withdrawn at any time by the Dean of Students.

Regulations — Students who qualify for use of a motor vehicle under the conditions stated above must comply with the following regulations:

1. Ownership and/or possession of any motor vehicle, together with its license number, must be registered with the Business Office at the opening of the school year, or within three days after the vehicle is brought to Greensboro. The motor vehicle registration fee is $15.00 per year (including summer school), payable at the beginning of the first semester. This registration fee is not refundable. The rate for any additional cars would be $1.00 each. Motor vehicle registration fee for the summer session only is $5.00. Motor vehicle registration fee at the Downtown Campus is $2 per semester.
2. Drivers must, both on and off campus, exercise care and consideration for the safety of themselves and others and must acquaint themselves with state and local traffic laws and observe them faithfully.
3. Students who operate motor vehicles are required to maintain full insurance protecting others.
4. Students operating motor vehicles are expected to observe campus traffic and parking regulations. Fines are levied by the college for failure to comply with campus regulations.
5. Motor vehicles shall include all power-driven vehicles. (Please consult Student Handbook for complete details).

STUDENT FINANCIAL AID

The Financial Aid Committee of the faculty administers limited scholarships, grants-in-aid, work opportunities, and loans. Awards are made largely on the consideration of information furnished by the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extra-curricular activities.

The committee administers National Defense student loan funds and can also put students in touch with agencies outside the college which make long term, low interest loans to students.

In making scholarship grants, the committee gives preference to returning students who have an average of B or above and who use their time wisely in scholastic and extra-curricular pursuits. Entering students with excellent high school records will be considered. No grants will be made to students with less than a C average for all courses taken and for the semester preceding their application for assistance.

All grants are on a one semester basis, with the possibility of renewal for an additional semester. Unacceptable scholastic work, gross misbehavior, or undue extravagance may result in refusal by the committee to renew grants for an additional semester. Use of an automobile or other motor vehicle must be specifically justified.

Some students at Guilford College meet part of their expenses by clerical, or maintenance, or other work, or by residence in Mary Hobbs Hall.

Application for financial aid should be made to the Director of Admissions, Guilford College, Greensboro, North Carolina, 27410.

The scholarships ordinarily open to students of Guilford College are listed below. Balances and incomes of scholarship and endowment funds are published in the President's Annual Report.

SCHOLARSHIPS

Alumni Association Achievement Award: Awarded by the association to an undergraduate.

Alumni Association Undergraduate Athletic Award: Awarded by the association to the outstanding underclass athlete each year.

Edwin P. Brown Scholarship

Cardinal By-Products Co., Inc. Scholarship

Conoway Scholarship

Elwood Cox Scholarship: Open to ministerial student or missionary candidate.

The Charles A. Dana Scholarships: Open to sophomores, juniors, and seniors with 2.00 quality average or better; these are competitive.

Mary E. M. Davis Scholarship: Open to girls graduating from Guilford High School.

Eula Dixon Scholarship: Open to graduates of Sylvan (N. C.) High School.

Laura Kelley Dobbins Scholarships

Nereus C. and Mae Martin English Scholarships

N. F. and Laura Farlow Scholarship

A. Brown Finch Scholarship: Open to young men of promising leadership, scholarship, and athletic ability.

Franklin G. Frazier Scholarship: Open to Young Friends.

John Gurney Frazier Scholarship

Melvina A. Frazier Scholarship: Open to Young Women Friends.

Freshmen Scholarships: Twenty-five scholarships open to high school seniors with outstanding qualifications. Write as indicated above.

Adalia Taylor Futrell Scholarship

Greensboro Advisory Board Scholarship: Open to residents of Greensboro, N. C. Preference given to entering students.

John B. Griffin Scholarship for Women

J. R. and Retta E. Hardin Scholarships: Open to Young Friends.

SCHOLARSHIPS

Marvin Hardin Scholarship: Established by the Class of 1904. Awarded to sophomores but used in the senior year.

Emily S. Howard Scholarships: Four scholarships are awarded annually to worthy and able students.

Roxie Armfield King Scholarship: Open to young women residents of Guilford County and North Carolina.

N. Era Lasley Scholarship

William G. Lindsay Scholarship

Nereus and Oriana Mendenhall Mathematics Scholarship: Open to majors in mathematics.

Clyde A. and Ernestine C. Milner Scholarships

James Arnold Mitchell Memorial Scholarship

Algie I. Newlin Scholarship

William F. Overman Scholarship: Open to juniors but used in the senior year.

Elwood W. and Elizabeth Parker Scholarship

Philadelphia Scholarship: Open to Young Friends.

Amos and Martha Ragan Family Memorial Scholarships

David Troll Rees Music Scholarship: Open to majors in music.

Mary Lynn Richardson Scholarship: Open to students from certain other countries who expect to return to such countries after completing study here.

Riverside Manufacturing Company Scholarship

William Lee and Ruth C. Rudd Scholarships: Open to men students from Alamance and Caswell counties in North Carolina.

Sales and Marketing Scholarship Fund
Sponsors—Piedmont Sales Executives, Inc.

Lucy Stella Schieffelin Scholarships: Three or four annual awards to students of exceptional promise.

B. Clyde Shore Quaker Leadership Scholarships

Elvira Lowe Smith Scholarship

Elisha Thomas and Louisa Bradshaw Snipes Scholarship

Ethel Speas Scholarship

SCHOLARSHIPS

Amos Stuart Scholarship: Open to young men of outstanding ability.

J. M. Ward Scholarships: Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

Warren Byers Watkins Scholarship

The Western Electric Scholarship

Henryanna Hackney White Scholarship

Clara D. Willits Scholarship

Thomas Wesley Wooten Scholarship

TUITION AND FEES — 1967-1968

	Day	Hobbs	Other Dorms
Tuition and Special Fee	$1,000.00	$1,000.00	$1,000.00
Student Activity Fee	35.00	35.00	35.00
Room and Board	—	545.00	660.00
Total	1,035.00	1,580.00	1,695.00

One-half due on Registration Day in September and January.

Note: Tuition at the Downtown Campus, which has no dormitory facilities is $950.00. The Student Activity Fee is $20.00.

*Insurance	$21.50
Key Deposit	2.00
Linen Deposit	5.00

To be paid to Linen Service Representative against receipt.

*The premium for insurance will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

OTHER FEES

Fees for less than full work (eleven semester hours or fewer) per credit hour	$32.00
Audit Fee (per credit hour)	16.00
Registration Fee each term	10.00
Graduation Fee	12.50
Late Registration Fee	$2.00 to 10.00
Extra Credit Hours (more than eighteen) per hour	32.00

LABORATORY FEES	*Per Semester*
Biology 113, 114, 223, 224, 331, 332, 333, 337, 338, 441, 442, 443, 461	$5.00
Biology 222	10.00
Biology 221, 334	15.00
Business Education (Typing) 111, 112	8.00
Chemistry 111, 112	10.00
Chemistry 220, 221, 222, 223, 224, 331, 332, 470	15.00
Education 328	2.00
Education 400	50.00
Fine Arts 101-102	6.00
Geology 221, 222	5.00
Natural Science 101, 102, 103, 104, 105, 106, 107	5.00
Psychology 301, 302, 340	5.00

MUSIC FEES

(All fees for one academic year—two semesters)

Piano 131 through 432 (small groups for majors) two hours credit each semester	$170.00
Piano Class 133 through 334 (for minors)	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instruction in Piano or Organ	
one hour credit each semester	100.00
two hours credit each semester	200.00
Private Voice 141 through 442	
one hour credit each semester	100.00
two hours credit each semester	200.00
Voice Class 143 through 334	
one hour credit each semester	85.00
two hours credit each semester	170.00

FEES

Instrument Class Lessons	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instrument Instruction	
one hour credit each semester	100.00
two hours credit each semester	200.00
Use of Practice Room with Piano	
six hours per week	20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	30.00
Rental of Orchestral Instruments	24.00

Additional expenses for labs, music, extra hours, etc., are payable upon registration. The reservation fee of $50.00 is not refundable but it will be applied to first semester charges.

Registration is not complete until financial accounts are settled.

Accounts should be settled before the Business Office closes at 4:00 P.M. on Tuesday following Registration Day. Late Registration begins then. Late Registration fees will be assessed against unsettled accounts at the rate of $2.00 for the first day and $1.00 for each additional day until a maximum of $10.00 is reached. Ten days after the start of Late Registration any student whose account is not settled will be excluded from college.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year, we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term. If this plan is desired, please contact the Business Office.

REGULATIONS GOVERNING REFUNDS AND ADJUSTMENTS

Students are permitted, with permission of their faculty adviser and Registrar's Office, to change courses without penalty until the beginning of Late Fees. No financial adjustments are made for changes in registration after Late Fees begin except in cases of official withdrawal from college by written note to the Business Office. In these instances, refunds (or adjustments) on tuition paid are calculated on the following basis:

	Refund
During first week from beginning of Late Fees	80%
During second	60%
During third	40%
During fourth	20%
After end of fourth week	—0—

Refunds on room and board paid are calculated from Friday following actual date of official withdrawal. No refunds or adjustments are made on charges other than for tuition, room and board.

STUDENT ACTIVITY FEE

The Student Activity Fee is assessed to cover the budgets of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourth vote of the entire student body.

MEDICAL SERVICE

The medical fee does not cover the cost of professional services when a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents.

All students, when ill, will be removed to the infirmary in Founders Hall upon the direction of the nurse. The charge is $5.00 per day after the first five days.

STUDENTS' MEDICAL AND ACCIDENT EXPENSES REIMBURSEMENT INSURANCE

($25.00 deductible). The policy provides up to $1,000.00 medical expenses for each disability. Payment will be made commencing with the 26th dollar of expenses incurred for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident and covers the cost of the following:

1. Medical and surgical treatment by a physician
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the College Infirmary or Health Service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound, natural teeth (limited to $250.00.)

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GUILFORD
COLLEGE

SUMMER
SCHOOL

1968



ADMINISTRATIVE OFFICERS

Grimsley T. Hobbs, A.B., M.A., Ph.D. ... *President*

Robert R. Bryden, B.S., M.S., Ph.D ... *Director of Summer School*

Fred I. Courtney, B.B.A., M.A., Ph.D. ... *Dir. of D'town Campus*

Jerry H. Godard, B.S., M.S., M.A., Ed.D. ... *Executive Dean*

William C. Burris, B.S., M.A.T., Ph.D. ... *Academic Dean*

William J. Lanier, B.S., M.S., Ph.D. ... *Dean of Students*

Charles G. Chilton, A.B. ... *Assistant Business Manager*

David H. Parsons, Jr., A.B., M.A., ... *Business Manager*

T. A. Wheeler, Jr., B.A. ... *Director of Development*

Bruce B. Stewart, A.B., M.Ed. ... *Director of Admissions*

Merle S. Corry, B.S.S.A., M.Ed. ... *Asst. Director of Admissions*

Floyd A. Reynolds, A.B., M.Ed. ... *Registrar*

Robert L. Willis, A.B. ... *Assistant Dean and Registrar*

Herbert L. Poole, A.B., M.S.L.S. ... *Director of Libraries*



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SUMMER SCHOOL CALENDAR 1968

June 10	Monday	Registration 8 a.m. to 12 noon Founders Basement
June 11	Tuesday	Classes begin main campus
June 12	Wednesday	Classes begin *Downtown campus*
June 13	Thursday	Last day to add courses or change course sections main campus
June 14	Friday	Last day to add courses or change course sections *Downtown campus*
June 29	Saturday	Only Saturday on which classes will meet
July 4	Thursday	Holiday
July 5	Friday	Holiday
July 9	Tuesday	End of first half
Aug. 5	Monday	Final examinations *Downtown campus*
Aug. 7	Wednesday	Final examinations *Downtown campus*
Aug. 7	Wednesday	Final examinations main campus
Aug. 8	Thursday	Final examinations main campus
Aug. 11	Sunday	Graduation exercises 3 p.m.

CODE FOR CLASS HOURS

First and second period	8:00-10:00 a.m.
Third period	10:20-11:20 a.m.
Fourth period	11:30-12:30 a.m.
Lunch	12:30-1:00 p.m.
Fifth period	1:00-2:00 p.m.

EVENING CLASS CODE

First period	6:00-7:50 p.m.
Second period	8:10-10:00 p.m.

EXAMINATION SCHEDULE

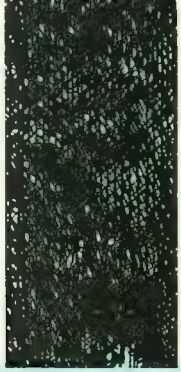
Aug. 7	Wednesday	8:00 a.m.	1st & 2nd period classes
Aug. 7	Wednesday	1:30 p.m.	Third period classes
Aug. 8	Thursday	8:00 a.m.	Fourth period classes
Aug. 8	Thursday	1:30 p.m.	Fifth period classes

EVENING CLASS EXAMINATION SCHEDULE

Aug. 5	Monday	7:00-10:00 p.m.	All classes which meet at 6:00 p.m.
Aug. 7	Wednesday	7:00-10:00 p.m.	All classes which meet at 8:10 p.m.

Evening classes meet Monday, Wednesday and Friday for nine weeks. Dates of attendance are from June 10-July 9 and from July 10-Aug. 11.

All examinations are to be given in regularly assigned classrooms, and grades are to be in the Registrar's Office by 10:00 a.m. Friday, Aug. 9.



GUILFORD COLLEGE

THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the Guilford College campus has a particular charm in the summertime. Its grounds and buildings are shaded by groves of oak and hickory trees, and cool shadows defy the warmest sun. This pleasant set-

SUMMER SCHOOL REGISTRATION

Registration at the Downtown Campus will be held as follows:

Date: Monday, June 10, 1968
Hours of Registration: 9:00 a.m. to 12:00 noon
1:00 p.m. to 5:00 p.m.
6:30 p.m. to 9:30 p.m.
Place: Room A-102, Guilford College, Downtown Campus
501 West Washington St., Greensboro, N. C.

Students can attend more than twenty evening concerts given by students participating in the Eastern Music Festival of the Guilford Musical Arts Center. The Musical Arts Center held on the Guilford campus draws approximately 175 high school students from throughout the country for six weeks of intensive music study.



In addition to the music festival, the Guilford campus is the setting for a special program designed to give high school students a pre-orientation to college life. The Summer Scholars program offers tuition scholarships to high school juniors and seniors in the Greensboro and High Point area. The students may take two college credit courses which will be applied toward degree requirements.

The summer session is an integral part of the regular academic

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SUMMER SCHOOL CALENDAR 1968

June 10	Monday	Registration 8 a.m. to 12 noon Founders Basement
June 11	Tuesday	Classes begin main campus
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June 13	Thursday	Last day to add courses or change course sections main campus
June 14		
June 29		
July		
July		
July		
Aug.		
Aug.		
Aug.		
Aug.		
Aug. 1		
First ar		
Third p		
Fourth		
Lunch		
Fifth p		
First p		
Second		

EXAMINATION SCHEDULE

Aug. 7	Wednesday	8:00 a.m.	1st & 2nd period classes
Aug. 7	Wednesday	1:30 p.m.	Third period classes
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THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the Guilford College campus has a particular charm in the summertime. Its grounds and buildings are shaded by groves of oak and hickory trees, and cool shadows defy the warmest sun. This pleasant setting provides a relaxed atmosphere for the summer school. Located in the suburban village of Guilford College, the campus is within short distance of shopping centers, churches and all the facilities of an urban center; downtown Greensboro can be reached in less than fifteen minutes.

Founded in 1837, Guilford College has completed more than 130 years of uninterpreted educational service. Affiliated with the Society of Friends, Guilford is in practice non-sectarian, and has a diversified student body and faculty. The college facilities are modern in every sense of the word. Classrooms are air-conditioned and the Guilford College Library offers many quiet areas for study and research, as well as a collection of more than 80,000 volumns, 300 periodicals, and microfilms.

A favorite summertime recreation area is the campus lake with swimming and picnic facilities. Golf courses are within easy traveling distance of the campus, and tennis courts are located on the campus itself. Summer school students enjoy a full program of extra-curricular activities with social events organized by student committees for the satisfaction of a broad range of interest.

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In addition to the music festival, the Guilford campus is the setting for a special program designed to give high school students a pre-orientation to college life. The Summer Scholars program offers tuition scholarships to high school juniors and seniors in the Greensboro and High Point area. The students may take two college credit courses which will be applied toward degree requirements.

The summer session is an integral part of the regular academic

program of the college, designed for students who wish to continue their education during the summer, teachers who wish to pursue work in their special fields, and individuals who wish to further their formal education. Through attendance at summer sessions, it is possible for students to complete their regular four-year degree program in three years.

Summer session courses are taught by members of the regular college teaching faculty and cover the full content of courses given during the regular academic sessions in the fall and spring. The same high academic standards are maintained during the summer session.

In addition to our summer program on the main campus, a part of our summer session offerings are given on the Downtown Campus which is located at 501 West Washington Street in Greensboro. Courses are offered here in the late afternoon and in the evening in a modern, air-conditioned building. In addition to college level courses, non-credit courses such as business education and high school courses are available.

Many courses which satisfy college graduation requirements are offered during the summer. Students who are planning to enter Guilford College or another educational institution are encouraged to consider taking courses in the summer. A number of freshman-level courses will be starting during the second half of the summer session (July 10-Aug. 1). Such courses as English composition, general bibliography and methods, introduction to American political systems, logic, and man and the biological world are available.

In addition, students who feel that they are weak in the foreign language which they have had in high school might like to enroll in the second half of the first year of the language (French or Spanish 102) during the second half of the summer session to prepare for the course in the fall. Tutorial time will be provided for these students if it is needed, and a modern language laboratory in Duke Memorial Hall is open for their use.

Credits up to 9 hours, or even 12 hours in the case of some science laboratory combinations, may be earned during the summer session at Guilford College. Guilford is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges. It is also on the approved list of the American Medical Association and the North Carolina Education Association.

EXPENSES

Tuition charges for courses on both campuses are $32.00 per credit hour, plus a $10.00 registration fee. The fee for non-credit courses such as business education or high school courses, is $45.00 per semester. A $1.50 activity fee is charged to all students living on the main campus. All fees are payable at registration.

LIVING ACCOMODATIONS

English Hall for men and Shore Hall for women on the main campus will be used to house students. Students taking courses at the Downtown Campus may live in the dormitories if they wish to do so. Linen (two sheets, two towels and one pillow case) is furnished weekly by the college.

Meals are served from 7-8 a.m., 12-1 p.m., and 5-6 p.m. in the cafeteria in Founders Hall.

Students in the Eastern Music Festival of the Guilford Musical Arts Center will be housed in Milner and Binford dormitories.

REGISTRATION AND REGULATIONS

Currently enrolled Guilford students should register for courses on the campus where they plan to enroll in September. Former Guilford students should register on the campus where they were last in attendance, and new students should enroll where the majority of their summer courses are being offered.

Readmission to Guilford College for the 1968-69 academic year *can not* be gained by taking courses offered during summer school, if the student was declared academically ineligible in June of 1968.

The college reserves the right to cancel classes which have less than ten students enrolled.

COURSE LOAD AND TRANSCRIPTS

The normal maximum course load is 9 credit hours; however, a student taking certain laboratory courses, or a student who obtains permission from the Dean of the Summer School may take up to twelve credit hours.

A transcript of the student's summer school work is always sent to the registrar of the college where the student will enroll in the fall.

COURSES OF INSTRUCTION

BIOLOGY

Biology 113-114—General Biology. *Eight credit hours.*
Room K111, first and second periods. Carrow. 2 hours lab daily - to be scheduled.

Biology 332—Invertebrate Zoology. *Four credit hours.*
Room K111, fourth period. Bryden. 3 hours lab twice a week - to be scheduled.

Biology 443—Genetics. *Four credit hours.*
Room K112, first and second periods beginning July 10. Bryden. 3 hours lab three times a week - to be scheduled.

BUSINESS MANAGEMENT

Business Management 221—Principles of Economics. *Three credit hours.*
Downtown Campus Room A-305, first period. Grubbs.

Business Management 225—Elements of Accounting. *Three credit hours.*
Downtown Campus Room A-301, second period. Grubbs.

Business Management 335—Business Organization and Management. *Three credit hours.*
Downtown Campus Room A-207, first period. Courtney.

Business Management 336—Business Finance. *Three credit hours.*
Downtown Campus Room A-207, second period. Courtney.

CHEMISTRY

Chemistry 112—Qualitative Inorganic Analysis. *Four credit hours.*

Room K211, first and second periods ending July 9. Anderson. Laboratory to be scheduled.

CLASSICS

Classics 302—Classical Mythology. *Three credit hours.*
Room DM203, third period. A. Deagon.

ECONOMICS

Economics 221—Principles of Economics. *Three credit hours.*
Room DM303, third period. Robbins and

Downtown Campus Room A-305, first period. Grubbs.

Economics 222—Principles of Economics. *Three credit hours.*
Room DM303, fourth period. Robbins.

Economics 331—Money and Banking. *Three credit hours.*
Room DM201, third period. Abdul-Magid.

Economics 335—Business Organization and Management. *Three credit hours.*
Downtown Campus Room A-207, first period. Courtney.

Economics 336—Business Finance. *Three credit hours.*
Downtown Campus Room A-207, second period. Courtney.

Economics 348—Industrial Sociology. *Three credit hours.*
Room DM101, third period. Stafford.

Economics 432—International Economics Relations. *Three credit hours.*
Room DM201, fifth period, Abdul-Magid.

EDUCATION

Education 221—Education in America. *Three credit hours.*
Room DM303, fifth period, Staff. and Downtown Campus Room A-301, first period. Reddeck.

Education 372—The Secondary School. *Three credit hours.*
Downtown Campus Room A-103, 3:00-4:00 p.m. Appenzeller.

Education 388—Materials and Methods in the Secondary School. *Three credit hours.*
Downtown Campus Room A-103, 4:10-5:10 p.m. Appenzeller.

Education 400—Observation and Directed Teaching. Six semester hours.
To be scheduled. Bailey.

ENGLISH

English 101—Composition. *Three credit hours.*
Room K213, first and second periods beginning July 10. Latimore. and Downtown Campus Room A-203, first period, Staff.

English 105—General Bibliography and Bibliographical Method. *One credit hour.*
Room DM305, third period beginning July 10. Poole.

English 223—American Literature. *Three credit hours.*
Room DM202, fourth and fifth periods ending July 9. Lee.

English 224—American Literature. *Three credit hours.*
Room DM202, fourth and fifth periods beginning July 10. Lee.

English 233—English Literature. *Three credit hours.*
Downtown Campus Room A-304, second period. Marlette.

English 312—The American Novel. *Three credit hours.*
Room DM305, fourth and fifth periods ending July 9. Speas.

FINE ARTS

Fine Arts 211—Music and the Cultural Heritage. *Three credit hours.*
Room DM102, fifth period. Cook.

FRENCH

French 101-102—Elementary French. *Six credit hours.*
Room DM201, first and second periods. Payne.

French 103-104—Intermediate French. *Six credit hours.*
Room DM202, first and second periods. Thompson.

GEOGRAPHY

Geography 114—Regional Geography. *Three semester hours.*
Room DM211, fourth and fifth periods ending July 9. Bennett.

GERMAN

German 103-104—Intermediate German. *Three credit hours.*
Room DM203, first and second periods. M. Feagins.

HISTORY

History 113-114—History of Modern Europe. *Six credit hours.*
Room DM103, first and second periods. Lockard.

History 221-222—History of the United States. *Six credit hours.*
Downtown Campus Room A-201, first and second period. Caffrey.

History 301—A History of Western Civilization. *Three credit hours.*
Room DM211, first and second periods ending July 9. J. Moore.

History 302—A History of Non-Western Civilization. *Three credit hours.*
Room DM211, first and second periods beginning July 10. J. Moore. and Downtown Campus Room A-205, first period. Cheek.

MATHEMATICS

Mathematics 111-112—Elementary Analysis. *Six credit hours.*
Room DM204, first and second periods. Staff. and Downtown Campus Room A-304, first and second periods. Staff.

MUSIC

Music 112—Music Appreciation. *Three credit hours.*
Room DM102, fourth period. Cook.

Music 211—Music and the Cultural Heritage. *Three credit hours.*
Room DM102, fifth period. Cook.

NATURAL SCIENCE

Natural Science 101—The Physical World. *Three credit hours.*
Room K112, fourth period. Ingraham. 2 hours lab twice a week - to be scheduled.

Natural Science 102—The Biological World. *Three credit hours.*
Room K212, first and second periods beginning July 10. Staff. Laboratory to be scheduled. and Downtown Campus Room Biology Lab, second period. Staff.

PHILOSOPHY

Philosophy 190—Logic. *Three credit hours.*
Room DM211, fourth and fifth periods beginning July 10. Staff.

Philosophy 200—Introduction to Philosophy. *Three credit hours.*
Room DM211, third period. Kent. and Downtown Campus Room A-105, first period. Kent.

POLITICAL SCIENCE

Political Science 101—Introduction to the American Political System. *Three credit hours.*
Room DM101, first and second periods beginning July 10. Grice. and Downtown Campus Room A-105, second period. Staff.

Political Science 201—Introduction to International Relations. *Three credit hours.*
Room DM305, fourth and fifth periods begining July 10. Grice.

PSYCHOLOGY

Psychology 200—General Psychology. *Three credit hours.*
Room DM103, third period. Nunis. and Downtown Campus Room A-106, first period. Dudley.

Psychology 226—The Psychology of Adolescence. *Three credit hours.*
Downtown Campus Room A-106, second period. Dudley.

Psychology 331—The Psychology of Human Learning. *Three credit hours.*
Room DM201, fourth period. Nunis.

RELIGION

Religion 201—The Judaeo-Christian Tradition. *Three credit hours.*
Room DM204, third period. J. F. Moore. and Downtown Campus Room A-205, second period. Smith.

Religion 202—Non-Western Religions. *Three credit hours.*
Room DM204, fourth period. J. F. Moore.

SOCIOLOGY

Sociology 200—Introduction to the Social Sciences. *Three credit hours.*
Room DM101, fourth period. Stafford. and Downtown Campus Room A-203, second period. Christenson.

Sociology 348—Industrial Sociology. *Three credit hours.*
Room DM101, third period. Stafford.

Sociology Seminar. *One credit hour.*
Room DM103, fifth period. Christenson.

SPANISH

Spanish 101-102—Elementary Spanish. *Six credit hours.*
Room DM303, first and second periods. Hunt.

Spanish 103-104—Intermediate Spanish. *Six credit hours.*
Room DM305, first and second periods. Hilty.

BLOCK SCHEDULE—MAIN CAMPUS

First and Second Periods

*Biology 113-114	8 hrs	K111	Carrow
*Biology 443 (begins July 10)	4 hrs	K112	Bryden
*Chemistry 112 (ends July 9)	4 hrs	K211	Anderson
English 101 (begins July 10)	3 hrs	K213	Latimore
French 101-102	6 hrs	DM201	Payne
French 103-104	6 hrs	DM202	Thompson
German 103-104	6 hrs	DM203	M. Faegins
History 113-114	6 hrs	DM103	Lockard
History 301-302	6 hrs	DM211	J. Moore
Mathematics 111-112	6 hrs	DM211	Staff
*Natural Science 102 (begins July 10)	3 hrs	K212	Staff
Political Science 101 (begins July 10)	3 hrs	DM101	Grice
Spanish 101-102	6 hrs	DM303	Hunt
Spanish 103-104	6 hrs	DM305	Hilty

Third Period

Classics 302	3 hrs	DM203	A. Deagon
Economics 221	3 hrs	DM303	Robbins
Economics 331	3 hrs	DM201	Abdul-Magid
English 105 (begins July 10)	1 hr	DM305	Poole
Philosophy 200	3 hrs	DM211	Kent
Psychology 200	3 hrs	DM103	Nunis
Religion 201	3 hrs	DM204	J. F. Moore
Sociology 348	3 hrs	DM101	Stafford
Economics 348	3 hrs	DM101	Stafford

Fourth Period

*Biology 332	4 hrs	K111	Bryden
Economics 222	3 hrs	DM303	Robbins

Music 112	3 hrs	DM102	Cook
*Natural Science 101	3 hrs	K112	Ingraham
Psychology 331	3 hrs	DM201	Nunis
Religion 202	3 hrs	DM204	J. F. Moore
Sociology 200	3 hrs	DM101	Stafford

Fifth Period

Economics 432	3 hrs	DM201	Abdul-Magid
Education 221	3 hrs	DM303	Staff
Fine Arts 211 (Music 211)	3 hrs	DM102	Cook
Sociology Seminar	1 hr	DM103	Christenson

Fourth and Fifth Periods

English 223 (ends July 9)	3 hrs	DM202	Lee
English 224 (begins July 10)	3 hrs	DM202	Lee
English 312 (ends July 9)	3 hrs	DM305	Speas
Geography 114 (ends July 9)	3 hrs	DM211	Bennett
Philosophy 190 (begins July 10)	3 hrs	DM211	Staff
Political Science 201 (begins July 10)	3 hrs	DM305	Grice

The following courses, in addition to our summer evening term courses will be taught on the Downtown Campus at the times shown:

Education 372 (3:00-4:00 p.m.)	3 hrs	A-103	Appenzeller
Education 388 (4:10-5:10 p.m.)	3 hrs	A-103	Appenzeller

To Be Scheduled:

Education 400	6 hrs	Bailey

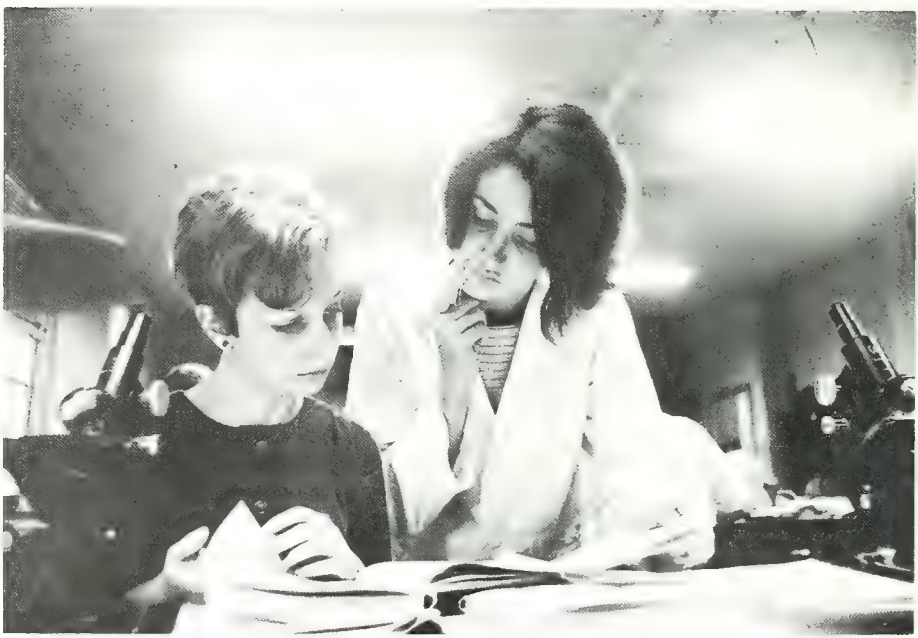
(Students wishing to do practice teaching this summer should see Mr. Harold Bailey, Head of the Education Department, as soon as possible.)

* Laboratories to be scheduled.

BLOCK SCHEDULE—DOWNTOWN CAMPUS

1st Eve. Period 6:00-7:50

Bus. Educ. 114	Hall	MWF	B-2	3
Bus. Educ. 221	Needham	MWF	B-6	3
Economics 221	Grubbs	MWF	A-305	3
Economics 335	Courtney	MWF	A-207	3
Education 221	Reddeck	MWF	A-301	3
English 101	Staff	MWF	A-203	3
History 221-222	Caffrey	MWF	A-201	6
History 302	Cheek	MWF	A-205	3
H.S. Algebra I	Staff	MWF	A-302	1 unit
H.S. Algebra II	Staff	MWF	A-103	1 unit
H.S. Plane Geom.	Staff	MWF	A-202	1 unit
Management 221	Grubbs	MWF	A-305	3
Management 335	Courtney	MWF	A-207	3



Mathematics 10	Staff	MWF	B-1	non-credit
Mathematics 112	Staff	MWF	A-304	3
Philosophy 200	Kent	MWF	A-105	3
Psychology 200	Dudley	MWF	A-106	3

BUSINESS EDUCATION

Advanced Dictation	Needham	MWF	B-6
Shorthand II	Hall	MWF	B-2

2nd Eve. Period 8:10-10:00

Bus. Educ. 111	Needham	MWF	B-6	2
Bus. Educ. 112	Hall	MWF	B-2	2
Bus. Educ. 115	Hall	MWF	B-2	2
Econ. 336	Courtney	MWF	A-207	3
English 10	Tibbals	MWF	B-1	non-credit
English 233	Marlette	MWF	A-304	3
History 221-222	Caffrey	MWF	A-201	6
H.S. Algebra I	Staff	MWF	A-302	1 unit
H.S. Algebra II	Staff	MWF	A-103	1 unit
H.S. Plane Geom.	Staff	MWF	A-202	1 unit
Management 225	Grubbs	MWF	A-301	3
Management 336	Courtney	MWF	A-207	3
Mathematics 111	Staff	MWF	A-305	3
Natural Science 102	Staff	MWF	Lab. Biol.	3
Political Science 101	Staff	MWF	A-105	3
Psychology 226	Dudley	MWF	A-106	3
Religion 201	Smith	MWF	A-205	3
Sociology 200	Christenson	MWF	A-203	3

BUSINESS EDUCATION

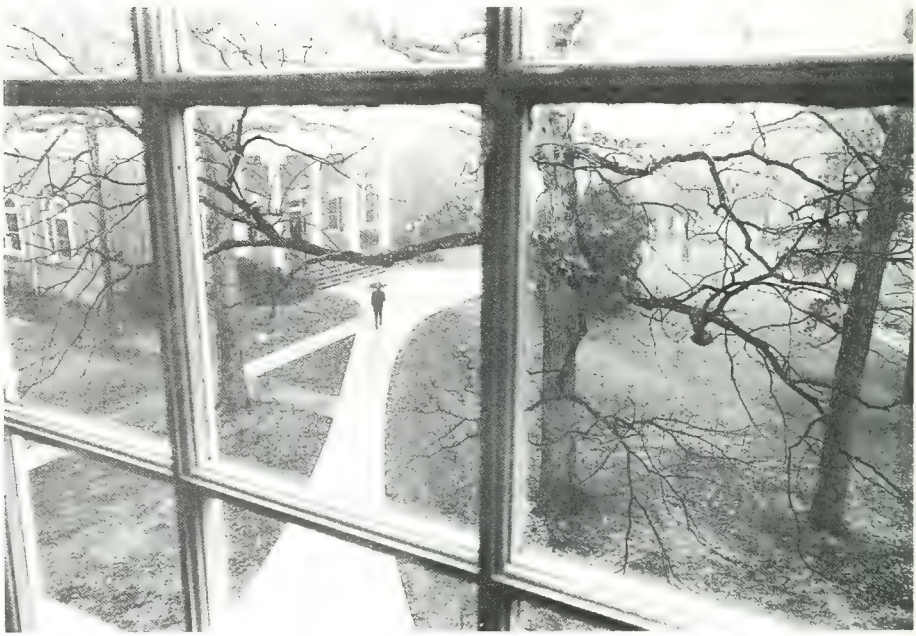
Typing I	Needham	MWF	B-6
Typing II	Hall	MWF	B-2
Typing III	Hall	MWF	B-2

For further information concerning the program on the Main Campus of Guilford College or to apply for admission on the enclosed application blank, correspondence should be directed to:

Mr. Bruce Stewart
Director of Admissions
Guilford College, Greensboro, North Carolina 27410
Telephone: 292-5511, Ext. 38

For further information concerning the program on the Downtown Campus of Guilford College or to apply for admission on the enclosed application blank, correspondence should be directed to:

Mrs. Merle S. Corry
Assistant Director of Admissions
Downtown Campus of Guilford College
501 West Washington Street
P. O. Box 1709
Greensboro, North Carolina 27402
Telephone: 275-5395



APPLICATION FOR ADMISSION TO THE 1968 GUILFORD COLLEGE SUMMER SESSION

(Each applicant should complete parts I and II of this application and the part pertaining to his particular group.)

I. 1. _____ Mr.___ Mrs.___ Miss___
Last Name First Middle

2. _____
Street Address

3. _____
City State Zip Code

4. I plan to enroll for the majority of my work at the:

(a) Main Campus___ (b) Downtown Campus___.

5. CHECK ONE:

Group 1. () Visiting student from another college.

Group 2. () Public school teacher.

Group 3. () Recent high school graduate who plans to attend a college other than Guilford next semester.

Group 4. () Presently enrolled at Guilford or accepted by Guilford for next September.

Group 5. () Readmission.

Group 6.() Other. Explain: _____

6. Please check when you wish to attend:

(a) ___ 1st half (b) ___ 2nd half (c) ___ both (d) ___ night.

7. Do you desire a dormitory room? Yes _____ No _____

8. Do you have a preference as to roommate? _____
List Name

II. 1. Graduate of: _____
High School Address Month/Year Graduated

2. Graduate of: _____
College Address Degree Month/Year Graduated

3. Now enrolled: _____
College Address Major Date Will Graduate

4. List **all** other schools attended: _____

III .**This section applies only to Group 1** (Visiting student from another college).

The student named above is in satisfactory academic and social standing at our institution and is hereby granted my permission to take the following courses during the 1968 Guilford College Summer Session. Please list the courses to be taken by number and title as shown in the 1968 Guilford College Summer Session Bulletin.

Main Campus	**Downtown Campus**
_____	_____
_____	_____
_____	_____

College or University Address Date Signature of Dean or Registrar

IV. **This section applies only to Group 2** (Public school teacher).

(Please furnish proof of graduation or good academic standing from the last college attended.)

State taught in last year: _____ County: _____

School and address: _____

Grade or subject(s) taught: _____

Are you seeking undergraduate credit? Yes_____ No_____

List by number and title the courses you plan to take as shown in the 1968 Guilford College Summer Session Bulletin.

Main Campus	**Downtown Campus**
_____	_____
_____	_____
_____	_____

V. **This section applies only to Group 3** (Recent high school graduates who plan to attend a college other than Guilford next September).

This section may be completed by the student's high school principal (certifying that he has been graduated from high school) or by the Dean or Registrar of the college where the student has been accepted for the fall (granting permission for the student to take specified courses at Guilford College during the 1968 Summer Session).

1. I certify that the student named on this application was graduated from _____ High School on _____
Month Day Year

_____ _____
School Address Signature of Principal

2. I certify that the student named on this application has been accepted to our institution for the coming fall term and has permission to take the courses listed below during the 1968 Guilford College Summer Session.

Main Campus	**Downtown Campus**
_____	_____
_____	_____
_____	_____

College, or University Address Date Signature of Dean or Registrar

VI. **This section applies to Groups 4, 5, and 6.**

What courses do you propose to take and what is your purpose in attending the 1968 Guilford College Summer Session?

Main Campus	**Downtown Campus**
_____	_____
_____	_____
_____	_____

Purpose (Candidates from Group 6 be specific): _____

Return this form to:

Director of Admissions
Main Campus
Guilford College
Greensboro, N. C. 27410

or

Director of Admissions
Downtown Campus
Guilford College
P. O. Box 1709
Greensboro, N. C. 27410

_____ _____
Date Signature of Student

The Residential Campus



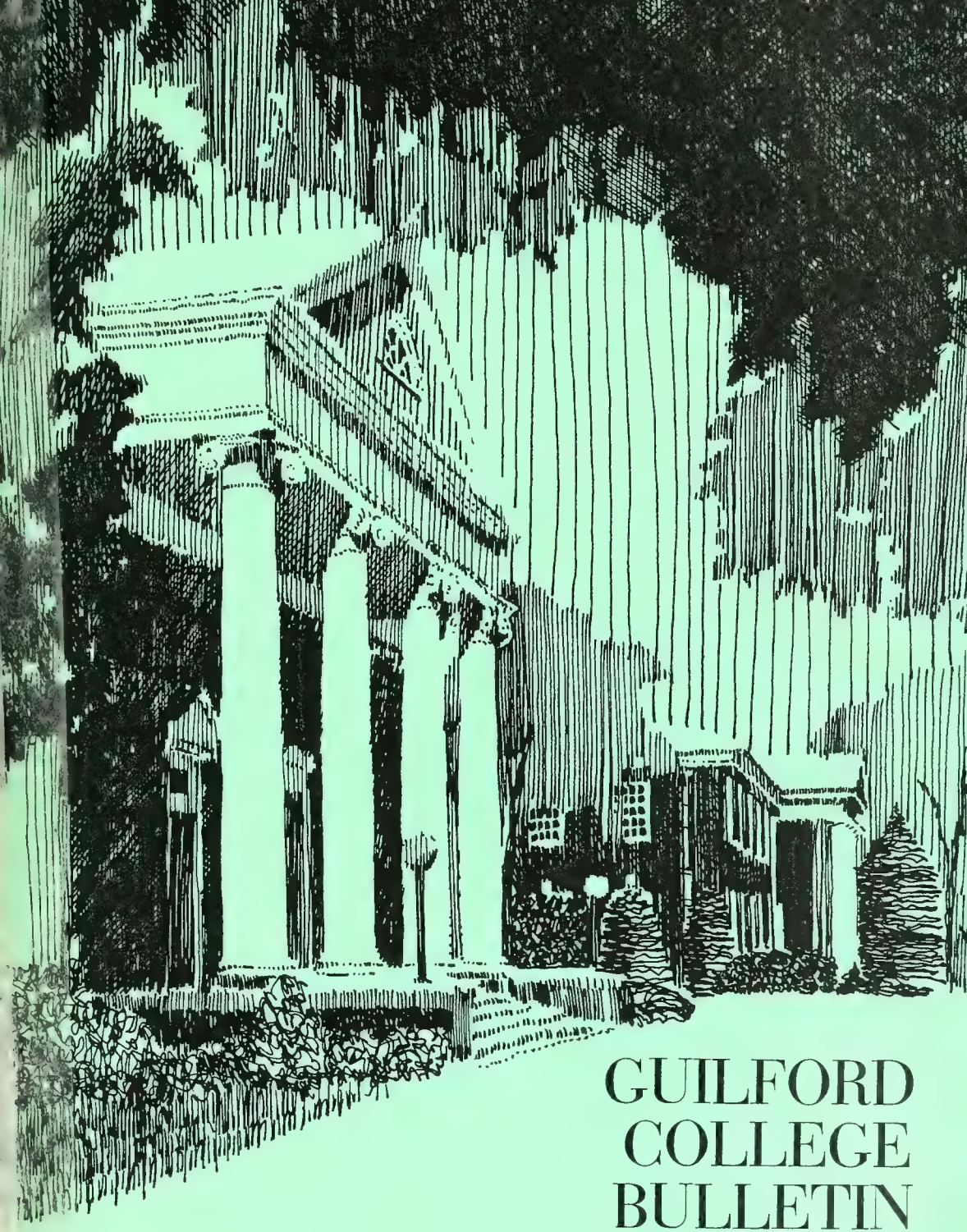
The residential campus was the site of the founding of Guilford College, the oldest coeducational college in the South. The enrollment at the campus is maintained at 950 students, and the buildings are Georgian in architecture. West and South boundaries of the 290-acre campus are marked by major city North-South and East-West streets.



GUILFORD

COLLEGE BULLETIN APRIL, 1968

Published Monthly By Guilford College
Greensboro, N. C. 27410 - Second Class Postage Paid



GUILFORD COLLEGE BULLETIN

CATALOG 1968-1969

Your Guide to Guilford College



GUILFORD COLLEGE BULLETIN CATALOG 1968-1969

Greensboro, North Carolina



GUILFORD COLLEGE BULLETIN
(December, 1968)
Published Monthly by Guilford College
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President's Statement

At best a catalog only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and out of the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital colleges are consciously *human* communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine *fellowships* of learning. This is the element at Guilford College which is difficult to convey in a catalog statement.

Such a mode of education places great demands upon students and faculty members alike. If we are concerned to educate the whole person, we must involve ourselves wholly in the process. If we are to confront the student with the realities of today's world, we must ourselves openly face those realities. And if we seek to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from this approach to education, a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and to enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the persons of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired quality of human relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.

I

guilford college



A college is an act of faith in the human being, the corporate expression of a conviction that men can by taking thought add to their moral and intellectual stature. This faith and this conviction have been the integrating force in the evolution of the Guilford curriculum and the Guilford community.

The college began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. Its purpose from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

> *"By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."*

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It has also been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up less than one-fifth of Guilford's student body, but the Friends tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education demands an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It demands equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

Individual Choice

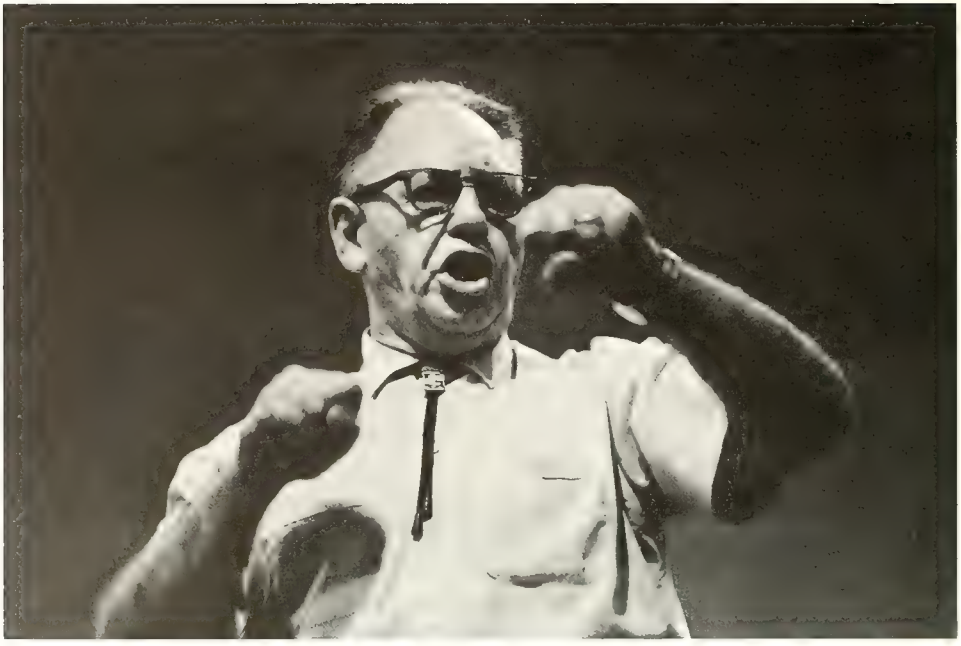
The student who applies to Guilford will discover that we are not interested only in his grades and test scores, but also in what qualities make him unique. We seek out students of varied geographical, scholastic, economic, racial, and religious backgrounds, who have varied contributions to make to our educational community. We suggest that the applicant come to the campus for personal interviews, that he meet faculty members and students as well as admissions personnel. Our interest in the student as a person will be a crucial factor in the shaping of his education at Guilford.

Liberal education is not a mold into which young minds must be pressed. It is rather a tool in the creation of a mature and aware individual, capable of analyzing the personal and public issues which confront us all, and of choosing with perception and integrity the course of his own life. Responsible choice has been the guiding principle in the evolution of Guilford's new curriculum: whereas there are certain area requirements which focus a student's study in the first two years, students are encouraged to create an individual course of study, selecting from a wide variety of alternatives those subjects which have most to contribute to their personal development. Faculty advisers assist the student in exploring his interests and abilities and relating his course of study to his future plans.

Students with varied talents and aims can progress at differing rates and may profit from different methods of study. Most of our courses offer some combination of lectures and discussion or laboratory, with research papers and examinations. The seminar approach, demanding more direct participation by the student, is available from the freshman to the senior level, and various arrangements for independent study are provided within the departments. For particularly mature students, an alternate curriculum allows advanced independent work extending over the entire course of study in the junior and senior years.

Community of Learning

Guilford's program of study emphasizes personal choice within the context of a scholarly community with exacting standards of excellence. The student is urged to become a full participant in this community, exploring and developing his critical and creative insights in daily encounters, inside and outside of class, with faculty and students who share the search for knowledge and meaning.



Guilford College has a faculty of approximately one hundred full-time teachers, with a number of specially qualified lecturers and assistants. The student body is carefully limited, so that a low student-faculty ratio offers the student exceptional access to faculty direction in his studies, academic counseling, and enriching personal associations with his professors.

The Guilford faculty is highly competent professionally. Perhaps more important for the student, it is a faculty sincerely committed to undergraduate teaching, which sees learning as a common venture into the vital questions of human life.

Continuity and Change

New Garden Boarding School, having remained open throughout the Civil War, responded to the changing educational needs of the last century by revising and expanding its academic program. In 1889 it became Guilford College, whose small faculty offered a sound course in liberal arts to a student body of some two hundred.

In this century Guilford College has from time to time reexamined and restructured its curriculum in response to the needs of the community it serves. The Greensboro Evening College, established in 1948 by a group of interested business and educational leaders, became the Downtown Campus of Guilford College in 1953. Under the guidance of the Greensboro Advisory Board, it continued to offer specialized profes-

sional courses in addition to the liberal arts program. A graduate program in religion was instituted in 1957, primarily to provide advanced training for Friends ministers.

The creative expansion of Guilford's facilities and programs will continue to be a primary concern of the college administration and Board of Trustees, aided by the Board of Visitors established in 1968. The new curriculum outlined in Chapter II of this catalog represents an attempt to speak to current educational needs in terms of a broader community facing problems of world-wide scope. It reflects a realization that the continuity of our educational aims can be assured only by constant self-evaluation and readiness to pursue new directions.

Beyond the Campus

Guilford is currently developing various programs which allow the student to pursue his educational aims beyond the campus to other colleges, other countries, and other modes of learning. Some of the programs already in operation are described below, while others are mentioned under various academic departments.

The Greensboro Consortium

Guilford College has joined with two other colleges in the vicinity, Bennett College and Greensboro College, to form a consortium whose purpose is to share resources for the strengthening of their programs. Each college expects to preserve its own distinctive character while sharing areas of special strength in courses, library materials, and equipment. Students registered in any one of the colleges may, with the approval of the deans involved, take courses at either of the others without additional registration or fees. Plans are under way for additional cooperation and coordination in both curricular and extracurricular activities.

Public Affairs Seminars

Each year under the supervision of the Political Science Department Guilford College sponsors a United Nations Seminar and a Washington Seminar. Students participating in these programs attend formal sessions, committee meetings, and conferences as well as personal briefings and interviews with men active in the United Nations and our national government. This direct contact with the processes of decision-making results in increased awareness of national and international issues.

Seminars Abroad

The Guilford foreign travel-study program is organized around a particular subject or problem each summer, and offers college credit in the department which directs it. Recent seminars have been offered in political science (1967) and fine arts (1968).

The program stresses advance preparation through reading, discussion, and embassy visits, as well as final reports and evaluation by the participants. The insights gained in foreign study enrich the student's educational experience and enable him to contribute more to the campus community on his return.

After a two-day orientation in Washington, the group travels by air to some fifteen European cities. Experienced tour leaders arrange cultural and social activities, emphasizing contact with students in the various countries. Ample time is also left free for individual pursuits. The cost is based on actual expenses, amounting to $1600 for 70 days in 1968.

The Richardson Program

The Richardson Fellows Program, supported by a grant from the H. Smith Richardson Foundation, seeks to identify and encourage potential leaders through a variety of challenging experiences. In the freshman year Richardson Fellows will participate in a "Focus 1980" seminar which will explore such critical contemporary problems as urbanization, industrial management, race relations, mass communications, cybernetics, and international politics. Six visiting lecturers, experts in their fields, will each spend a week on the Guilford campus, delivering a major address and conducting seminars. Other national leaders will hold dialogs with the Fellows over amplified telephone.

Another phase of the program assigns each student to a community leader in government, education, or industry, who will advise the student in the practical, day-to-day problems and processes in his area of activity. The student will be assisted in finding a summer internship providing firsthand experience in his field of concentrated study.

A non-credit "Self and Society" seminar emphasizes self-examination and the significance of interpersonal relationships. Each Fellow will undertake a year-long service project such as tutoring a child, working with the mentally ill, visiting a prisoner, or volunteering his time and skills to a community service agency. The Fellow will keep a journal of his project and share his experiences with the other participants.

In addition, the course of study will include nine hours of elective courses and a research seminar which will provide opportunity for extensive independent work. Some Richardson Fellows may be called upon to serve as discussion leaders and assistants in the Man in the Twentieth Century courses during their sophomore year.



Accreditation and Affiliation

Guilford College is accredited by the Southern Association of Colleges and Secondary Schools and by the National Commission on Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission of graduates to universities and professional schools and in certification of teachers.

Guilford College holds membership in a number of organizations formed by colleges and universities: The Association of American Colleges, The American Council on Education, The North Carolina Foundation of Church-Related Colleges, and The Piedmont University Center.

The religious affiliation of Guilford College is with the Society of Friends: North Carolina Yearly Meeting founded the institution; its trustees are Friends recognized by the Yearly Meeting. North Carolina Yearly Meeting is a member of the larger organization, the Friends United Meeting, and Guilford has many contacts with the world-wide Society of Friends.

Academic Resources

The Libraries

The Guilford College libraries maintain collections coordinated to support all areas of the curriculum. The Main Campus library houses a collection of 93,000 books and periodicals intended primarily for a liberal arts curriculum. In addition, there are collections of art prints, microfilm, pamphlets, and phonograph records. The library subscribes to 700 periodicals and 16 newspapers.



There are three main study areas: the main reading room, the reserve reading room, and the reference room. Seminar and typing rooms, small study rooms, individual study carrels in the stack area, and a student lounge are also available. A fine arts room, designed for the use of committees, discussion groups, and seminars, is also available for the use of audio-visual equipment.

Because of its historical, genealogical and institutional significance, the Quaker Collection holds a unique place in libraries of the Southeast. This collection is housed in special quarters consisting of a display room, a research room, an enclosed stack area, and a fireproof vault in which North Carolina Yearly Meeting has deposited 400 manuscript books containing North Carolina records of the Society of Friends dating from 1680 to the present. The Quaker Collection also contains materials bearing on the history of Guilford College and of North Carolina, seventeenth and eighteenth century volumes of Quaker history and biography, manuscript journals, pamphlets, pictures, microfilm, and Quaker costumes.

The Downtown Campus library has a book collection of approximately 16,000 volumes and subscribes to 120 periodicals. A messenger service and book exchange is maintained between the two libraries so that students at both campuses may avail themselves of the services provided by either library. Photographic copying equipment is available in both libraries.

Both libraries are comfortable, quiet places for effective study and research, where readers have free access to study and shelf areas. The library staff is glad to assist students and to meet special needs which they may have.

The Laboratories

The Biology Department has five well equipped laboratories, including Warburg respiratory equipment and a refrigerated ultracentrifuge for cellular metabolism studies, and oscilloscopes and recorders for human electrocardiographs and electroencephalographs. The bacteriology laboratory is completely furnished with a modern line of microbiology equipment. The department provides individual microscopes for each student, research microscopes for student use, and photographic equipment including 35mm. and Polaroid cameras. Field equipment for ecology and marine biology courses is also available.

The four laboratories of the Chemistry Department are equipped for the use of spectrophotometers and gas chromotography even in the first year courses. Through a grant from the Atomic Energy Commission a radioisotope laboratory has been furnished with the latest scalers, scintillation counters, and isotope chemistry equipment. Optical projection analytical balances are available for the teaching of quantitative analysis, as well as bomb calorimeters for physical chemistry.

The Physics Department has two large laboratories and smaller work rooms furnished with the latest equipment. Spectrophotometers, lasers, and bomb calorimeters are available for the laboratory physics courses.

The geology laboratory is equipped with a rock saw for the preparation of specimens, polarizing microscopes, and various field study devices. The college owns an extensive rock and mineral collection to which additions are being made through purchases and field trips.

The Language Laboratory

The language laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. Designed and installed by the Selectrocom Corporation, it contains fifty fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. Carpeted and air-conditioned, the laboratory affords conditions of extraordinary quiet and comfort for the student. It is open continuously each day for regularly scheduled groups and for students who wish to work independently.





The Computer Center

The computer center is located in the basement of Dana Science Hall at the Downtown Campus. The equipment consists of an IBM 1620 computer, which is used primarily for instructional purposes, and a console connecting the Guilford center to the IBM 360-75 of the North Carolina Research Triangle. Courses are offered in computer science, and the center also provides opportunity for student and faculty research and statistical analysis in mathematics and the natural and social sciences. The Department of Management utilizes the center for simulation models, game theory, and advanced management training.

The Leak Audio-Visual Center

This lecture room, designed with semicircular seating and continuous desks, provides an ideal atmosphere for small lectures and public discussions. It is completely carpeted and air-conditioned, and is furnished with audio-visual equipment. It was donated to the college by Elmer and Cammie Leak.



The College Setting

The Main Campus

Guilford College is located in the Piedmont of North Carolina, midway between the seacoast and the Great Smoky Mountains. The College now lies within the city limits of Greensboro; however, the center of the city is five miles east. Friendship Airport (Eastern, Piedmont, and United Airlines) is three miles west, and College Road leads directly to Interstate Route 40, two miles south.

The climate is mild and generally pleasant, and it is possible to engage in outdoor sports during every month in the year. In the winter there is a great deal of sunshine, and although there may be some snowfall, extremely cold weather is rare and spring comes early. Boxwood and magnolias, dogwood and holly, oaks and pines all add to the beauty of the surroundings. There is a small lake in the valley beyond the gymnasium, and meadows which are used by golfers.

Guilford College still owns very nearly all of the 290-acre tract which the trustees acquired by gift and purchase in 1835 when they were planning the establishment of New Garden Boarding School. The buildings are constructed of Carolina brick, Founders Hall of handmade brick laboriously produced on the premises during the three years of construction. The architecture shows the Georgian Colonial influence in balance of design and in contrast of white columns and red brick.

A post office is just across from the college gates; Quaker Village shopping center is a short distance east; there are three banks, dentists' and doctors' offices, and a number of business establishments in the small town of Guilford College. The New Garden Meeting House of the Society of Friends is located on New Garden Road, which serves as the southwest boundary of the college grounds. The Methodist, Baptist, and Presbyterian denominations are also represented in the neighborhood.

Historically, this neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "First Planters of Truth in the Province"; Dolley Madison's birth is recorded in the records of New Garden Meeting; in the graveyard behind the present meeting house, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolution. The Battleground, now a national park, is four miles northeast of the campus.

Residence Halls

FOUNDERS HALL is the original building of New Garden Boarding School, which opened in 1837. It now contains reception rooms, small parlors, and an apartment for the head resident on the first floor; infirmary and nurse's quarters on the second; and rooms for women students on second and third floors. Dining rooms and a large modern kitchen are just behind Founders and connected with it, and there is a snack bar in the basement.

MARY HOBBS HALL, built in 1907, provides an opportunity for girls to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, the wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for fifty girls, an apartment for the head resident, reception rooms, dining room, and kitchen.

KATHRINE HINE SHORE HALL, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife. It is designed for fifty women students and a head resident and has a spacious parlor, a basement lounge with kitchenette, and attractive rooms.

The John Gurney Frazier Apartments are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Senior, and his son, John Gurney Frazier, III. The first units of Frazier Apartments, modern duplex living units, were constructed in 1954. Thirty-six apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Manager.



English Hall, a dormitory built to accommodate fifty-two students and a head resident, was built in 1957. It was given by Nereus C. English, class of 1926, a trustee for many years, and his brother Thomas English, members of a family influential in the history of Guilford College.

Clyde A. and Ernestine C. Milner Hall is the men's dormitory completed in 1962. It contains rooms for 256 students and their counselors, a nicely furnished foyer, and space for recreational facilities. The building is designed in the Georgian tradition with a long terrace facing

east and overlooking tennis courts, golf courses and the lake. This building is named for Clyde A. Milner, the fourth President of Guilford College, and for Mrs. Milner, Professor of Psychology emeritus.

RAYMOND AND HELEN T. BINFORD HALL, the women's dormitory built in 1962, contains eighty-one student rooms, an apartment for the head resident, social rooms, and recreational facilities. It is named for Raymond Binford, Guilford's third President, and for his wife, who was especially interested in the education of young women.

NEW MEN'S DORMITORY, designed to house 206 men in eight-man suites, is structured in the form of four buildings around a central court. It is fully carpeted and air-conditioned and contains a main lounge, concessions room and television lounge.

Academic Buildings

ARCHDALE HALL, erected in 1886, is the second oldest building on the campus, and is named for a colonial governor of North Carolina, the Quaker John Archdale. A dormitory for generations of Guilford men, it now contains modern faculty offices.

DUKE MEMORIAL HALL, built in 1897, was given by James B. and Benjamin N. Duke as a memorial to their sister, Mary Elizabeth Lyon. All three studied at New Garden Boarding School in the 1870's. In 1967 it was extensively rebuilt to provide modern class rooms, faculty offices, an audio-visual center, and a language laboratory.

THE LIBRARY, built in 1909 with aid from Andrew Carnegie, was enlarged in 1950 and again in 1964. It now contains a large periodical room, a reference room, a reserve book room, open stacks equipped with individual study carrels, Quaker Collection Rooms, a Fine Arts Room, and a student lounge. The building is air-conditioned.

KING HALL is named in honor of Francis T. King, Quaker philanthropist and leader who assisted New Garden Boarding School during the difficult period of reconstruction and helped it to become Guilford College. King Hall consists of two sections, the classroom block at the back built in 1910 and the science wing added in 1949. It is anticipated that a four-story addition will soon be added to house the Departments of Physics, Natural Science and Psychology. It will contain class rooms, laboratories, research facilities, and faculty offices.

COX HALL, built 1912-1917 as a dormitory, bears the name of Jeremiah S. Cox, who served Guilford College as a trustee for forty-nine years.

THE GYMNASIUM, erected in 1940, is a modern Georgian building well adapted to the use of the Athletics Department. It contains offices, classrooms, trophy room, team rooms and a playing floor with bleachers to seat approximately nine hundred spectators.

THE COLLEGE UNION, opened in 1956, contains a spacious central hall suitable for many occasions: lectures and programs, class meetings, dances, teas, and other social activities. The college bookstore, a branch of Wills Bookstore of Greensboro, quarters for the staff of *The Quaker* and *The Guilfordian,* and an office for the Director of Student Activities are also located in the Union.

ARMFIELD ATHLETIC CENTER, which includes the baseball diamond, the track, and the football field, was dedicated in the fall of 1961 and named in honor of William J. Armfield, Jr., a member of the class of 1894. It also commemorates his sons Britt M. Armfield and William J. Armfield, III.







DANA HALL, completed in 1961, is the center of many different activities and appropriately symbolizes Charles A. Dana's many-sided interest in education. This air-conditioned building houses the Religion Department, the Music Department, and drama activities. It contains classrooms and offices, practice rooms, a choir room given in memory of Baxter and Gertrude Frazier Sellars, and the Ragan Parlor.

The auditorium seats a thousand people; the stage is large and well equipped for the production of plays and for other programs; there is an excellent organ given as a memorial to Louella C. and Rufus H. Mitchell. The Mary Moon Meeting Room, given by the Taylor family of Stokes County as a memorial to a Quaker minister, is designed in the Quaker tradition and is used for silent meeting as well as for lectures.

NEW GARDEN HALL is located on the main drive into the campus and is directly opposite Dana Hall. In 1966 this building, which had been New Garden Friends Meeting House, was completely rebuilt to provide offices for the College Administration and a board room for the use of the Trustees and faculty committees. The portrait of Nathan Hunt, a founder of New Garden Boarding School, hangs in the foyer.

The Downtown Campus

The Downtown Campus of Guilford College is located at 501 West Washington Street, close to the center of the city of Greensboro. This division, which is nonresidential, enrolls about fifteen hundred students in various programs during the year. Many of them are employed in the Greensboro area and study part time to complete degrees or to increase

their professional competence. Enrollment in the college degree program is equivalent to approximately four hundred full-time students.

Courses are scheduled on both a day and evening basis during the regular school year. In addition there is an academic summer schedule in the evening. The Downtown Campus offerings range from liberal arts courses carrying college credit to specialized professional courses for public accountants, tax experts, legal secretaries, office secretaries, and others. A computer center makes possible specialized training in applied mathematics and computer science. In general, the curriculum is designed to meet the needs of the Greensboro area and is described in full in a special bulletin available on request.

The Department of Management, offering work leading to a Bachelor of Science degree, and a two-year program in business education leading to an Associate of Arts degree are primarily located at the Downtown Campus. All courses carrying academic credit are identical with those offered on the Main Campus, and are customarily taught by the same faculty members. Administration, as well as instruction, at the two campuses is closely coordinated. Students at the Downtown Campus may enroll for courses on the Main Campus and attend the wide variety of programs and performances given in Dana Auditorium. The Downtown Campus has an established student government and provides varied student activities.

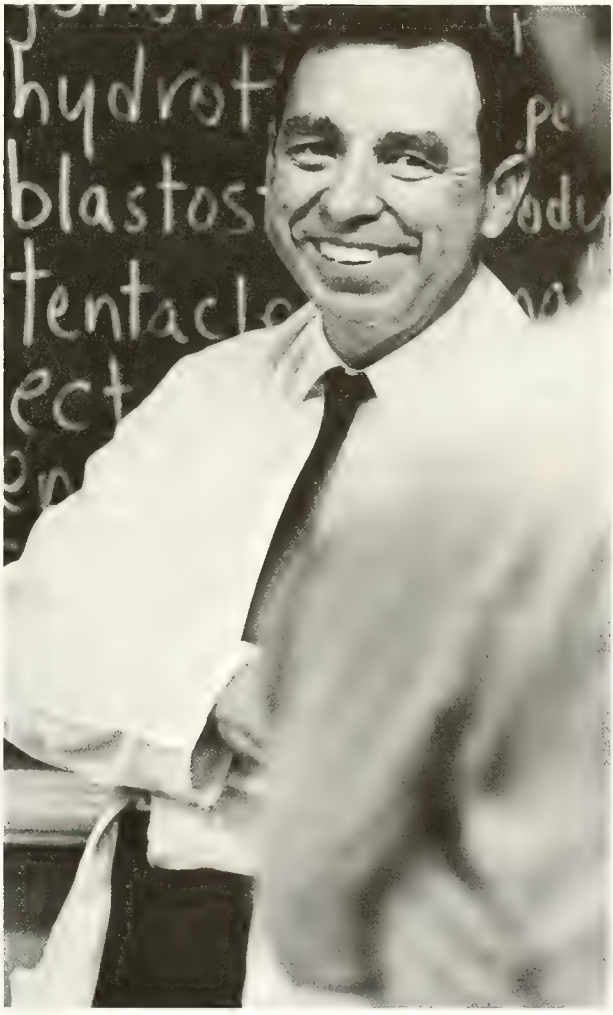
Buildings

THE EDUCATION BUILDING, located at 501 West Washington Street, is a three-story building containing administrative offices, an auditorium, large classrooms, the library, a laboratory, and rooms equipped for typing and drafting. It was built in 1958 with funds contributed chiefly by interested persons and business firms in Greensboro.

CHARLES A. DANA SCIENCE HALL is a three-story brick building adjoining the Education Building. It has completely equipped laboratories for physics, chemistry, and biology as well as special facilities for the teaching of languages, and arts and crafts. It also houses the computer center, containing an IBM 1620 model computer and a teletype tie-in to an IBM 360-75 model. Completed in 1960, it is named for Charles A. Dana, whose generosity, with that of Greensboro citizens interested in maintaining education especially planned for the Greensboro area, made its erection possible.

II

the academic program



The academic program at Guilford College proposes to provide the student with a sense of his cultural heritage, open to him the broad range of ideas and modes of experience represented in the various disciplines, and equip him to think cogently and creatively. The basic program is interdisciplinary, flexible, and focuses on the critical problems and issues facing man in the contemporary world. The separate disciplines are integral phases of this program and build specialized professional competence on a liberal arts foundation.

Degrees

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees, based on a total of one hundred twenty hours of academic work completed with a C average. The course of study is described below, and specific graduation requirements are listed in Chapter V. In addition, the college offers a program of graduate study in religion leading to the Master of Arts degree, based on thirty hours of advanced work, oral and written examinations, and a master's thesis. This program is described in full in Chapter VI under Religion. A two-year program in business education taught at the Downtown Campus leads to the Associate of Arts degree. For details see Chapter VI under Business Education.

The Freshman Year

The impact of the freshman year on the student is likely to be crucial to his success in college and his direction in life. For this reason Guilford has created a freshman program emphasizing variety in methods of study and relevance to contemporary concerns.

Man in the Twentieth Century

This two-semester course, carrying a total of twelve credit hours, will be taught by a team of faculty members and visiting lecturers using a problem-oriented approach. Lectures, small discussion groups, assigned papers, and independent work will provide an exciting introduction to college methods of study. The immediacy of the problems investigated should stimulate the student to an interest in and concern about man that will give direction and meaning to all his studies.

The first semester of the course will concentrate on man's identity and the moral, social, political, and economic problems which confront him in the twentieth century. Such topics as mass urbanized society and man's alienation; values and morality in America; man, war, and conscience; and poverty in the affluent society are representative of the direction of the course.

The second semester will focus on man in his environment, emphasizing the scientific and technological aspects of man's existence. Moral, human, and cultural concerns will be examined within the framework of the impact of science on man's environment and on man himself. The basic theme, an exploration of the human ecosystem, will be particularized in such topics as the implications of molecular and cellular biology and manipulate genetics; air, water, and noise pollution; and the magnitude of nuclear weapons and potential nuclear warfare.

The English Requirement

The purpose of English 101-102 is to develop the student's sensitivity to and critical understanding of literary art through varied reading and discussion. Questions of meaning and form are approached through intensive study of literary genres, and techniques of critical writing are emphasized. English 105, taught by the library staff, introduces the student to library resources and research techniques.

The Language Requirement

The focus of the language program is on the insights gained from studying the culture of a foreign people as expressed in its own literature and history. A series of introductory courses equips the student to take the required 200-level culture course. He may elect to continue the language studied in high school or begin a new language, choosing among: French, German, Greek, Latin, Russian, and Spanish.

Freshman Seminars

Each year a limited number of freshmen interested in the seminar approach may study on a pass-fail basis special topics proposed by faculty members. These seminars vary widely in specific content, but all feature a serious attempt to identify an area of study, evolve appropriate methods of investigation, and develop productive dialogue and discussion. Recent topics include The Peace Theme in Drama: Fifth Century Athens and Twentieth Century Europe; Religion and Science; and Existentialism and Modern Literature.



Electives

A student continuing his high school language and not yet involved in a major program may elect as many as two three-hour courses during the freshman year. Although he may wish to satisfy some of the sophomore requirements, he is urged to try at least one course in an unfamiliar area, which will broaden his interests and provide a better basis for his choice of major.

The Sophomore Year

The sophomore year involves the student in more intensive investigation of the separate disciplines. Most departments stress not only the concepts and techniques peculiar to their field, but also its relationships with other approaches to knowledge. The student should gain from this year an awareness of the variety of human experience and achievement and the range of possible choices in majors and careers.

The History Requirement

The history requirement may be met by any one of the following three-hour courses.

History 113—Modern Europe to 1815
History 114—Modern Europe since 1815
History 221—The United States to 1877
History 222—The United States since 1877
History 301—Western Civilization

The Philosophy Requirement

The philosophy requirement may be met by any three-hour course except Philosophy 190, 226, and those courses having prerequisites.

The Religion Requirement

Ordinarily students will meet this requirement by Religion 201—The Judaeo-Christian Tradition. Students who have a special interest and the necessary background may substitute any other three-hour course with the consent of the instructor and their adviser.

Fine Arts Electives

The student must select one three-hour course from the following.

Fine Arts 204—History of Art
Fine Arts 301—Comparative Arts I
Music 211—Music and the Cultural Heritage
Music 411 or 412—Music History





Science Electives

The student must select one three-hour course from the following.

Biology 113—General Biology
Chemistry 111—Elementary Physical Chemistry
Geology 105—Concepts of Geology
Geology 106—Concepts of Historical Geology
Geology 221—Physical Geology
Geology 222—Historical Geology
Natural Science 107—Concepts of Astronomy
Physics 111—General Physics

Social Science Electives

The student must select two three-hour courses from the following. The two courses must be taken in two separate fields outside the major department.

Economics 221 or 222—Principles of Economics
Economics 223—Law and Society
Economics 224—Law and Economics
Political Science 101—The American Political System
Political Science 102—Political Systems of Western Europe
Political Science 201—Introduction to International Relations
Psychology 200—General Psychology
Psychology 222—The Psychology of Childhood
Psychology 226—The Psychology of Adolescence
Psychology 232—Personality
Sociology 200—Principles of Sociology
Sociology 215—Introductory Anthropology
Sociology 220—Social Problems
Sociology 224—Marriage and the Family

The Junior Year

During the junior year the student will concentrate most of his efforts in the major and related fields. In addition, he will go beyond the basically Western orientation of traditional education by investigating various aspects of the non-Western world. Non-Western studies courses are presently offered in the departments listed below, and other departments have additional courses under study.

Non-Western Studies Electives

The student must select two three-hour courses from the following.

Drama 300—Oriental Drama
Economics 433—Economic Growth and Development
Economics 434—Comparative Economic Systems
History 302—Non-Western Civilization
History 335—The Far East to 1800
History 336—The Far East since 1800
Philosophy 395—Eastern Philosophy: India
Philosophy 396—Eastern Philosophy: China and Japan
Political Science 300—Asian Political Thought
Religion 202—Non-Western Religions
Sociology 396—East Asia since 1945

The Major

The choice of a major is obviously one of the most serious decisions facing the student, since both the nature of his college experience and the direction of his life are involved. The student is encouraged to explore a variety of fields and examine thoughtfully his own talents and purposes before coming to a decision. A student who has already reached a decision before entering, however, will be able to begin major courses as early as the freshman year. Students in the sciences are encouraged to postpone some of the sophomore requirements in order to take major courses in the necessary sequence.

Most major programs are limited to thirty hours. For specific requirements and departmental regulations, see Chapters V and VI. Guilford offers major programs in the following fields.

Biology	Music
Chemistry	Philosophy
Economics	Physical Education
Elementary Education	Physics
English	Political Science
French	Psychology
History	Religion
Management	Sociology
Mathematics	Spanish

Related Fields

Appropriate related fields for each major program are suggested in the departmental listing in Chapter VI. Students should consult with their advisers in selecting related courses suited to their individual plans and interests. Courses may be chosen from the major areas listed above or from the following non-major programs.

Classics	German
Drama and Speech	Greek
Fine Arts	Italian
Geography	Latin
Geology	Russian

Reading Courses

A student who has attained a B average (2.00) may with departmental permission register for a number of courses in the curriculum as reading courses. The student and the faculty member directing his study will work out a reading list and topics to be studied independently. To obtain credit, the student must make a satisfactory showing on a three-hour written examination and an oral examination conducted by two members of the faculty.

The Senior Year

In the senior year several opportunities for advanced independent work are open to the serious and mature student. Independent study, the writing of a senior thesis, and departmental honors serve as a satisfying climax to his undergraduate experience, and at the same time prepare him for the demands of graduate work. These courses are available only by departmental approval, and interested students should consult with the chairman of their major department.

Independent Study

The nature of independent study necessarily varies according to the major field, but the essential element is the student's initiative in shaping the terms of his investigation and in evaluating its results. The program must be approved in advance by a faculty adviser who is available for consultation throughout the project.

Senior Thesis

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper will be determined by the major department according to

professional standards. The thesis should represent both serious research and independent thought.

Departmental Honors

Most departments offer to students with a 2.50 average in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Curriculum II

Students who in their first two years have demonstrated intellectual talent, imagination, and self-direction as well as a high level of academic achievement, may apply for entrance to Curriculum II. This program enables qualified students to pursue their studies semi-independently under the general supervision of their major professors during the junior and senior years. It is especially effective in preparing professionally oriented students for rigorous and demanding graduate schools.

Six hours of non-Western studies must be taken in the junior year, and all courses in the curriculum are open for attendance. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, with oral and written examinations in the major and the writing of a thesis.

The Summer School Program

The summer session is designed primarily for students who wish to accelerate their programs and complete work for the degree in less than four years. A number of required freshman courses are offered so that incoming students who would like to begin their college work early may enroll for the summer term. Courses in education are offered, and teachers or prospective teachers can secure the course work or the practice teaching which they need to meet certification requirements.

A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation.

Students from other colleges who wish to enroll for the summer term are required to include permission from their dean or registrar with their application. Information concerning summer programs is contained in a Guilford College Bulletin printed early in the spring. Address requests to the Director of Admissions.

Curriculum Synopsis

1st Sem.		*2nd Sem.*
	FRESHMAN YEAR	
6	Man in the 20th Cent.	6
3	English 101-102	3
3	Language 103-104	3
3	Elective/Seminar	3
1	English 105 (Library)	
1	Physical Education	1
17		16
	SOPHOMORE YEAR	
3	Religion & Philosophy	3
3	History & Fine Arts	3
3	Language & Science	3
3	Social Sciences	3
3	Major Field	3
1	Physical Education	1
16		16
	JUNIOR YEAR	
3	Non-Western Studies	3
6	Major Field	6
3	Related Field	3
3	Electives	3
15		15
	SENIOR YEAR	
6	Major Field	6
6	Related Fields	6
3	Independent Study and Thesis/Electives	3
15		15

MATH OR SCIENCE MAJOR		
1st Sem.		*2nd Sem.*
	FRESHMAN YEAR	
6	Man in the 20th Cent.	6
3	English/Language	3
3/4	Major Field	3/4
3/4	Major/Related Field	3/4
1	English 105 (Library)	
1	Physical Education	1
17/19		16/18
	SOPHOMORE YEAR	
3	English/Language	3
3	Religion & Philosophy	3
3	History & Fine Arts	3
3/4	Major Field	3/4
3/4	Major/Related Field	3/4
1	Physical Education	1
16/18		16/18
	JUNIOR YEAR	
3	Non-Western Studies	3
3	Social Sciences	3
3	Language & Science	3/4
3/4	Major Field	3/4
3/4	Related Field/Electives	3/4
15/17		15/17
	SENIOR YEAR	
3/4	Major Field	6/8
6/8	Related Fields	3/4
3	Electives	3
3	Independent Study and Thesis/Electives	3
15/17		15/17

III

student life and services



A college is a place for coming of age, a place where the student not only discovers his identity but creates it through involvement in challenging ideas, activities, and personal relationships. The quality of campus life should reflect the basic aims and standards of the college, promoting the individual student's search for meaning in his own life. The college experience is not simply a preparation for life in the real world. The campus is a part of the total human community, and campus life demands of the student a sense of responsibility for his own actions and an awareness of his role in society. Guilford College students have expressed this awareness through student government on campus as well as through various programs of off-campus involvement.

Extracurricular activities include departmental clubs, performing groups, cultural events, publications, religious programs, sports, and recreation. These varied activities enrich the student's college experience, provide opportunities for personal growth and fulfillment, and bring together students with common talents and enthusiasms. They contribute particularly to that education which takes place beyond the classroom: in the dormitories, the playing fields, the coffee house, the faculty homes, backstage or out front. In this play and inter-play of campus activities the individual discovers himself through the discovery of other people, and tests his own ideas and ideals through the challenge of theirs. The quality and intensity of student involvement in campus life provides a valuable index of the success of the whole educational undertaking.

Student Government

The Student Legislature

Student government on the Guilford campus is carried out by the Guilford College Student Legislature, which acts in behalf of students and college interests. Modeled after the government of the United States, it consists of three branches: legislative, executive, and judicial.

EXECUTIVE The Executive Council consists of the president, vice president, secretary and treasurer of the Student Legislature. These officers are elected by the student body annually in the spring election.

LEGISLATIVE The Student Legislature is made up of the Executive Council, the Financial Committee, the Men's Interdormitory Government, the Women's Student Council, the Honor Board, the Day Student Committee, the College Union, the class presidents, and district representatives from the college residence units. This body is vested with the power to make rules and regulations pertaining to the student body as a whole and to coordinate and direct the several subsidiary organizations of the government.

JUDICIAL The judicial duties and powers of the Student Legislature are vested in the Women's Student Council, the Men's Interdormitory Government, and the Honor Board. These organizations have jurisdiction over all infractions of rules as set forth by their individual constitutions. The Student Affairs Committee, composed of faculty, student and administration members, hears infractions referred by these judicial boards. Cases acted upon by any of the judicial bodies may be appealed to this committee, which has final jurisdiction in all situations which involve a recommendation for suspension, dismissal, or probation.

Women's Student Council

The Women's Student Council is a subsidiary of the Student Legislature geared to serve the women students. It is composed of representatives from each class elected within the dormitories and of two day student representatives. The W.S.C. acts as a liaison between the women students and the administration. It promotes dorm activities and interaction and unity among all women students. Its primary purpose is to further the morale of the women students and to encourage character, leadership, and service. Activities sponsored by the W.S.C. include a Christmas party for underprivileged children, faculty bake sales, fashion shows, dorm parties and picnics.

Men's Interdormitory Government

The Men's Interdormitory Government is a division of the Student Legislature made up of two basic units: the individual dormitory governments and the interdormitory council. The representatives of the government are elected by the members of the various sections within the dormitories. The purpose of the Men's Interdormitory Government is to maintain within the men's resident student body a harmonious and helpful relationship, conducive to learning and maturing.



The Honor Board

The honor system is a program through which students safeguard and promote the ideals of their college through corporate and individual attitudes and action. The Honor Board, composed of student representatives chosen by the student body in the annual election and three faculty advisers, is charged with administration of the honor system as it applies to academic work and infractions involving lying or stealing.



The Financial Committee

The Financial Committee of the Student Legislature is the budgetary committee of the student body. The duties of the Financial Committee are to determine the student activities fee paid by each full-time student, to determine the funds which are allocated to each campus organization, and to serve as a standing committee in the Student Legislature. The treasurer of the Student Legislature serves as chairman of the Financial Committee. Six other members elected by the Student Legislature serve on the committee.

The Guilford College Union

The College Union is a part of the educational program of the college. Through its various boards and committees, it provides a social, cultural, and recreational program aiming to coordinate free time activity with education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

Included in the College Union's functions are such activities as dances, concerts, films, homecoming, lectures, exhibits, programs by performing artists, and other cultural and recreational activities as well as the college calendar and collegiate and intercollegiate tournaments.

The Day Student Committee

The Day Student Committee holds regular meetings; its members participate in intramural activities and in other campus organizations and are represented in the Student Legislature. Its aim is to strengthen the bonds between commuting students and overall campus life.

Departmental Clubs

BIOLOGY CLUB This organization, open to all science majors, presents programs on various aspects of science and provides a forum for discussion of contemporary scientific questions. It also provides hospitality for scientists visiting the campus.

BIOPHILE CLUB The principal purpose of this club is to promote interest, appreciation, and knowledge of living organisms in their native environment and in captivity. The group participates in an educational program of movies, lectures, demonstrations and field trips.

FOREIGN LANGUAGE CLUBS These clubs, French, German, Russian, and Spanish, are sponsored by the Foreign Language Department. Each club seeks to cultivate interest in the history and the culture of the nationality studied and to increase understanding of its spoken language. The French Club sponsors an annual inter-language caroling at Christmas time.

FUTURE TEACHERS OF AMERICA The future teachers' organization promotes interest in professional education and provides opportunity for prospective teachers to add to their preparation.

INTERNATIONAL RELATIONS CLUB This group considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems.

PHI ALPHA THETA Phi Alpha Theta is an honorary history society whose purpose is to promote interest in history. Students are eligible for membership when they have completed twelve hours of work in history and have given evidence of interest and satisfactory scholarship.

POLITICAL SCIENCE CLUB Sponsored by the Political Science Department as a part of its major program, this club provides an opportunity for students to meet with candidates, policymakers, and others involved in the practical end of politics. Monthly meetings are open to political science majors and other interested individuals.

The Performing Arts

A CAPPELLA CHOIR This concert choir, organized in 1929, makes many local appearances as well as an annual tour throughout the east-

ern United States. Its program offers opportunities for training in various types of music, particularly sacred music from the 15th century through the 20th, and for stimulating contact with varied audiences and communities on tour. Membership in the choir is open to all students, but participation in public performances is at the discretion of the director.

GUILFORD COLLEGE COMMUNITY CHORUS This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927. Membership is open to all students, faculty, and others who enjoy participating in the performance of these great works.

PIPES AND DRUMS OF GUILFORD COLLEGE This student-faculty group of bagpipers, drummers and highland dancers was organized in 1964. The Pipes and Drums are among the dozen collegiate pipe bands in the country and perform at various functions on and off campus.

BAND ASSOCIATION This group was organized to increase the knowledge of good music and encourage active participation in musical performances. It also seeks to build school spirit and morale.

FINE ARTS CLUB Students who take applied music subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds regular meetings and lesson periods as well as social occasions.

FINE MUSIC BROADCASTING SOCIETY The purpose of this organization is to maintain and operate an FM radio station licensed to Guilford College by the Federal Communications Commission, to promote an interest among the student body in fine quality broadcasting, and to provide an educational service to the people of Guilford College and the surrounding area.

THE REVELERS The Revelers present two or more major dramatic productions each year. Other activities include one-act plays and film production, exchange performances with other colleges, and participation in state and regional dramatics competitions. Membership in the Revelers is open to all Guilford students on the basis of participation in all phases of dramatic production. Members of the Dramatics Council, the executive body of the Revelers, are elected on the basis of a point system.

ALPHA PSI OMEGA—PI THETA CHAPTER Alpha Psi Omega is a national dramatics fraternity honoring achievement in college theater. Students become eligible for membership by acquiring points awarded for participation in college productions.



Cultural Opportunities

THE CONVOCATIONS PROGRAM Guilford College has a long tradition of presentation of weekly programs in music, the arts, and public affairs. These programs are provided for the benefit of the student body and faculty as a part of the educational experience at Guilford College. Attendance is urged but not mandatory. On occasion, however, the administration, faculty, and student government may need to gather the entire student body together to consider matters of common concern. These convocations are announced in advance, and all students are required to attend.

PIEDMONT UNIVERSITY CENTER LECTURES Through membership in the Piedmont University Center, formed by nineteen North Carolina institutions of higher learning, Guilford College participates in a cultural and educational program providing lectures by outstanding scholars, art exhibits, films, and presentations by artists and performing groups. By combining the resources of its lecture series with those of the Piedmont University Center, Guilford College is able to provide exceptionally fine programs which enrich and deepen the education of its students.

DEPARTMENTAL LECTURES Each year the History Department sponsors the Algie I. and Eva M. Newlin History Lecture, which is given by an outstanding historian. Other departments sponsor special lectures and programs relating to particular courses or aspects of the field. These lectures are ordinarily open to the student body and to interested townspeople.

THE GUILFORD COLLEGE SYMPOSIUM The Guilford College Symposium, a three-day program under the direction of a student-faculty committee, provides an opportunity for college and community to consider some of the larger issues facing the United States. The lectures are presented in one morning convocation and three evening sessions and given by nationally known leaders. Topics have included: U.S. Policy in Southeastern Asia (1966), The U.S. Image in the World Community (1967), and Student Activism and Dissent (1968).

Campus Publications

THE GUILFORDIAN This weekly newspaper is printed for and by the students of Guilford College. Through its articles, columns, and letters to the editor, this publication serves as a forum for faculty and student opinion. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a faculty-student publications board, gain practical journalism experience in writing, editing, layout, and publishing.

THE QUAKER The college yearbook is compiled by the students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

THE PIPER Published annually by the Guilford College literary society, this magazine features original poetry, prose, and drawings contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

THE STUDENT HANDBOOK This handbook, issued through the office of the Dean of Students, provides detailed information on student government, organizations, activities, and regulations. The handbook defines the opportunities and responsibilities of student participation in campus life.

Religious Activities

Several organizations have been formed to encourage students to take an active and personal part in the religious life of the campus. The Student Christian Association, a fellowship for worship, study, and service, is open to all students. This group plans many of the religious programs on the campus, including a religious emphasis week. Other organizations which serve the religious interests of students are Young Friends and Inter-Varsity Christian Fellowship. Several denominational groups, such as the Wesley Foundation, are active on campus.

Students are encouraged to become associated with the local church of their preference in order that they may continue active roles in church life. Discussion groups for college students are held at New Garden Friends Meeting and at other churches in the college area.

Community Involvement

Many students recognize the importance and value of participation in the larger world of which the campus is a part. Guilford College encourages its students to interrelate the classroom and the surrounding Greensboro community. Students express their desire for involvement through active participation in such programs as the Greensboro United Tutorial Service (GUTS), volunteer work with social agencies and community organizations, scouting, and church youth groups. Students also gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus.

Leadership Recognition

ALPHA PHI OMEGA—PI NU CHAPTER The purpose of Alpha Phi Omega is to develop leadership, to promote friendship, to provide service to humanity, and to further the freedom that is our national, educational, and intellectual heritage. Membership in Alpha Phi Omega is open to any male student regularly enrolled at Guilford College. To be selected, the prospective member must show an earnest desire to render service to others and must maintain a satisfactory scholastic average.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES Membership is limited to seniors who have maintained a 1.25 cumulative quality point average and have contributed outstanding service to the college community. Members are elected by the student body and the faculty.

ALUMNI AWARDS The Guilford College Alumni Association presents four awards each year to students who have displayed leadership in various phases of campus activity. An Undergraduate Athletics Award and a Senior Athletics Award are given to men students for outstanding performance in the college athletics program. An Undergraduate Achievement Award and the Key Senior Award are presented to students who have made exceptional contributions to the campus community.



Recreation and Athletics

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating and satisfying, and socially sound. Its major goal is to correlate and integrate athletics with the total educational program. Every effort is made to provide opportunities for all students to participate in a program of sports instruction and activities and in intramural and intercollegiate competition.

INTERCOLLEGIATE SPORTS Guilford, as a member of the Carolinas Conference and the National Association of Intercollegiate Athletics, sponsors intercollegiate teams in eight sports: football, basketball, baseball, tennis, golf, soccer, wrestling, and track.

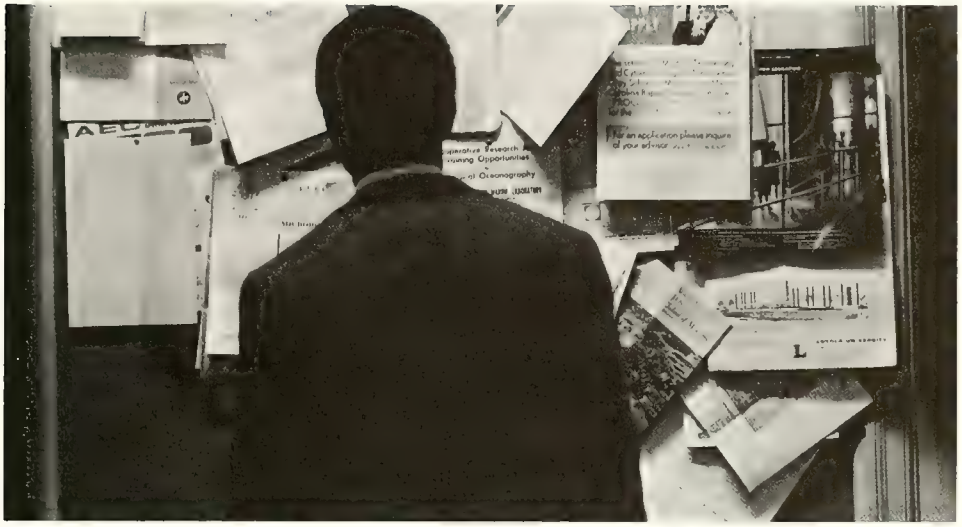
INTRAMURAL SPORTS Guilford has a well-balanced intramural program for both men and women. Participation and competition are by residence hall divisions.

MONOGRAM CLUB The Monogram Club is composed of athletes who have won letters in one or more major sports and who have maintained a satisfactory scholastic average.

WOMEN'S RECREATION ASSOCIATION In cooperation with the Department of Health and Physical Education for Women, the Women's Recreation Association conducts extra-curricular sports on an intramural basis throughout the year, organizes tournaments on an inter-class basis in team and individual sports, affords extra-mural competition through occasional play-days and sports days, sponsors co-recreational tournaments in tennis and badminton, and co-sponsors May Day. All women students are eligible for membership in the association and may qualify for awards.

CHEERLEADERS The purpose of this organization is to promote school spirit and to encourage participation at athletic events.





Student Services

Health Service

Several months before the date of entrance, each incoming student is required to forward to the Director of Admissions the report of a physical examination made by his physician and a certificate of vaccination for polio. These reports are made available to the resident nurse. Regular office hours are posted and the nurse is on call for emergencies. Students who are ill will be removed to the infirmary by the direction of the nurse.

There is no infirmary charge for the first five days of an illness. The medical fee covers medicine and treatment for ordinary exigencies but does not cover visits from a physician or calls at his office. For statements of fees and the cost of students' medical and accident expense reimbursement insurance see Chapter IV.

Students who find it necessary to miss classes because of illness should consult the nurse before the time the class meets in order to obtain an official excuse.

Orientation

To help new students become acquainted with the faculty, the campus, rules and expectations, Guilford College conducts an orientation program preceding the opening of classes for all freshmen and transfer

students. All new students are expected to report to campus at the designated time for orientation.

A complete outline of this program is mailed to all students during the month preceding actual arrival on the campus. The Freshman Advisory Council, made up of selected upperclass students, forms a special staff of counselors to new students during this period.

Counseling Services

Guilford endeavors to promote successful adjustment to life and work on the campus on the part of all individuals admitted to the student body. Counseling in relation to personal adjustment, educational plans, and vocational objectives is regarded as an important phase of the college's service to all students.

Academic Advisers

Extensive guidance is given to freshmen as they begin their college experience. Selected faculty members working cooperatively with the Dean of Students serve as general advisers to students who have not decided upon a field of concentration. Freshman and upperclass students who indicate a major field of interest are assigned to a departmental adviser who assists the student in planning his academic program and follows his progress throughout his college career.

Personal and Vocational Counseling

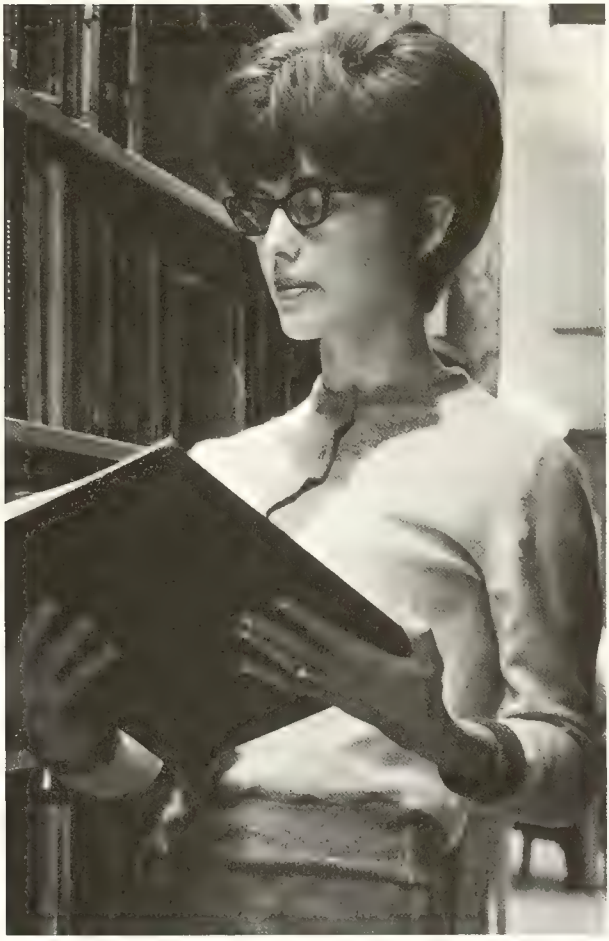
Specialized counseling services are provided by members of the Student Personnel Department under the direction of the Dean of Students. Counseling and testing are available to students in the areas of personal and emotional problems as well as vocational choice. Psychiatric referral is also available.

Placement Service

Guilford College offers a placement service to graduating seniors and alumni to assist them in securing suitable positions. Representatives from a number of schools and business firms visit the college in the spring to interview students interested in teaching or in other careers. Appointments are made through the Office of Student Personnel. Information on part-time employment during the school year is available through this office, which also handles summer job opportunities.

IV

admissions, fees, and student aid



Guilford College considers its admissions policy a primary instrument in creating and sustaining a vital academic community. Therefore, it seeks in candidates for admission qualities of character, intellectual capacity and social awareness which will enable the student to participate fully and responsibly in the academic program and in campus and community life. In order to promote a more varied and stimulating exchange of ideas, the college actively seeks a student body representing many areas of the United States and foreign countries and various economic, social, religious, and racial groups. The college is also concerned to include in each class the sons and daughters of alumni and members of the Society of Friends.

Selection

Each Guilford student is selected as an individual. The Admissions Committee considers first the past achievement of the applicant as demonstrated by his high school grade average and rank in class, and his academic potential as indicated in the Scholastic Aptitude Tests. Intellectual capacity must be the basis for higher education; it does not, however, define the whole person, and it is the whole person that Guilford's program hopes to reach.

The committee will select among academically qualified students those whose particular background or talents will enrich the educational experience of the group and those whose energies and concern promise constructive leadership and service in their future careers and in society as a whole. These special qualities can best be evaluated through letters of recommendation and the personal interview which students are urged to arrange.

Secondary School Preparation

A student who desires to attend Guilford should take at least sixteen credit units in high school, twelve of which should be in academic subjects. It is recommended that four units be earned in English, three or four in mathematics, one to four in the social sciences, one to four in the natural sciences, and two to six in a foreign language. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program.

In addition to his course work in high school, the prospective student is urged to read widely outside of class, broadening his general background and his acquaintance with contemporary issues. He is also urged to increase his competence in writing, developing the ability to express his ideas accurately and coherently. Increasing his general knowledge and writing skills will not only improve his chances of acceptance at Guilford but will also contribute greatly to his success in college work.

Entrance Tests

In order that the Admissions Committee may better evaluate the potential of a prospective student, he is expected to take the Scholastic Aptitude Tests and have his scores sent directly to Guilford College. These tests, administered by the College Entrance Examination Board, are usually taken in May of the junior year and again in December of the senior year. In addition it is recommended that one or more of the College Board Achievement Tests be taken. Although these Achievement Tests are not required by Guilford, the scores are helpful in evaluating a student's record. A student is advised to take those Achievement Tests for which he feels his high school program has best prepared him.

The Personal Interview

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons every prospective student is cordially invited and encouraged to visit the campus if it is at all possible. To arrange for a personal interview and a campus visit, write or call the Director of Admissions.

Application Procedure

Inquiries concerning admission to Guilford College should be addressed to the Director of Admissions, Guilford College, Greensboro, North Carolina 27410.

An application for admission will be considered as soon as all of the necessary material is received in the Admissions Office. The material needed is (1) the application itself and a $10.00 application processing fee, (2) a secondary school transcript, (3) results from the Scholastic Aptitude Tests, and (4) three letters of recommendation. These items should be in the Admissions Office by April first for the fall semester, and by December first for the spring semester. Students will be informed of their acceptance within three weeks after the completed application has been received.

Upon acceptance by Guilford a reservation deposit of $100.00 is due. The amount will be applied to the first payment of college fees, or refunded if the student withdraws his application before April first.

Early Decision Plan

In order to eliminate the necessity for students to file applications for admission to several colleges, and to reduce the anxiety of many college-bound students regarding acceptance by colleges, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by December first of their senior year rather than the following spring.

Students applying under the Early Decision Plan should rank in the upper one-fourth of their class after their junior year in high school; they should score over 500 on both the verbal and mathematics parts of the Scholastic Aptitude Test; and they should have the unqualified recommendation of their high school principal or counselor.

To apply to Guilford under the Early Decision Plan a student should take the Scholastic Aptitude Tests during his junior year in high school, and submit his application by November first of the senior year. Under this plan the student agrees to apply to no other college until a decision is reached by Guilford, and if accepted he agrees to let Guilford know his decision regarding matriculation by paying the $100.00 reservation deposit within two weeks after his notification of acceptance. This deposit is not refundable.

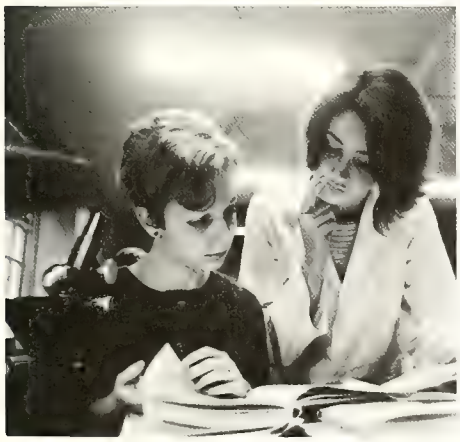
Advanced Placement

Freshmen may apply for advanced standing or placement in a particular subject area if they have taken college-level courses in high school and the advanced placement tests offered by the College Entrance Examination Board. Placement and credit decisions are made by the departments concerned. Every effort is made to place students in the most advanced courses for which they are qualified.

All freshmen are tested for proficiency in a foreign language and are placed at a level determined by the results of this test. For further information about language placement and requirements, see Chapter VI under Foreign Languages.









Transfer Applications

There are generally between twenty and thirty openings each year for qualified transfer students from accredited and approved colleges and universities. Most of these transfers enroll in the spring semester.

In order to transfer to Guilford, a minimum of a C average is required on all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student is transferring and the type of courses he has taken at that institution. If the applicant has attended a junior college it is recommended, but not required, that he hold the Associate of Arts degree.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the $10.00 application processing fee, (2) a transcript from every high school and college attended, indicating a cumulative quality point average, (3) results from the Scholastic Aptitude Tests (scores earned while in high school are acceptable), and (4) a letter of recommendation from the Academic Advisor or the Academic Dean at the school the student last attended. For information concerning transfer of credit, see Chapter V.

Readmission

A student who has withdrawn or been suspended from college is not automatically readmitted. All those who wish to re-enroll should file a regular application with the Director of Admissions. For information concerning readmission of currently enrolled students, see Chapter V.

TUITION AND FEES — 1969-1970

For the Academic Year of Two Semesters	*Day*	*Hobbs*	*1968 Dorm*	*Other Dorms*
Tuition	$1200.00	$1200.00	$1200.00	$1200.00
Special Fees	100.00	100.00	100.00	100.00
Room and Board	—	700.00	855.00	810.00
	$1300.00	$2000.00	$2155.00	$2110.00
Student Activity Fee	45.00	45.00	45.00	45.00
	$1345.00	$2045.00	$2200.00	$2155.00

Fees are subject to change with notice.

The following additional expenses are payable upon registration. For further information see Explanation of Fees below.

Automobile Registration	$10.00
Medical and Accident Insurance	21.50
Key Deposit	2.00
Linen Deposit	5.00

Other Fees

Fee Per Credit Hour—charged for all part-time work (fewer than 12 semester hours) and extra credit hours (more than 18 hours)	$40.00
Audit Fee (per credit hour)	18.00
Registration Fee (part-time students only)	10.00
Late Registration Fee	10.00
Late Payment Fee	10.00
Graduation Fee	12.50

Laboratory Fees

Biology 113, 114, 223, 224, 331, 332, 333, 336, 337, 338, 441, 442, 443, 461	$ 5.00
Biology 222	10.00
Biology 221, 334	15.00
Biology 444	20.00
Business Education (Typing) 111, 112, 115	8.00
Chemistry 111, 112	10.00
Chemistry 220, 221, 222, 223, 224, 331, 332, 470	15.00
Education 328	2.00
Education 400	50.00
Fine Arts 101, 102, 201	6.00
Geology 221, 222, 312	5.00
Geology 311	15.00
Natural Science 101, 102, 103, 104, 105, 106, 107	5.00
Psychology 301, 302, 340	5.00

Music Fees

(All fees for one academic year—two semesters)

Piano 131 through 432	
two hours credit each semester	$170.00
Piano Class 133 through 334	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instruction in Piano or Organ	
one hour credit each semester	100.00
two hours credit each semester	200.00
Private Voice 141 through 442	
one hour credit each semester	100.00
two hours credit each semester	200.00
Voice Class 143 through 334	
one hour credit each semester	85.00
two hours credit each semester	170.00
Instrument Class Lessons	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instrument Instruction	
one hour credit each semester	100.00
two hours credit each semester	200.00
Use of Practice Room with Piano	
six hours per week	20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	30.00
Rental of Orchestral Instruments	24.00

Explanation of Fees

STUDENT ACTIVITY FEE The student activity fee is assessed to cover the budgets of certain student organizations in which every student may participate or from which he receives benefits. The budget must be adopted by at least a three-fourths vote of the entire student body.

KEY DEPOSIT A key deposit of $2.00 is required of all resident students. The deposit is refundable when the student gives up his room and returns the original key.

AUTOMOBILE REGISTRATION For further information on motor vehicle registration and regulations, see Chapter V.

LINEN SERVICE Pillow cases, sheets, and towels are furnished by the linen service. A $5.00 deposit is paid to the linen service representative and will be refunded upon return of linens when the student leaves school.



MEDICAL SERVICE The medical fee does not cover the cost of professional services when a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. When ill, students will be removed to the campus infirmary upon the direction of the nurse. The charge is $5.00 per day after the first five days.

Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance ($25.00 deductible). The policy provides up to $1,000.00 medical expenses for each disability. Payment will be made commencing with the 26th dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to $250.00).

The premium for insurance ($21.50) will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

Settlement of Accounts

Registration is not complete until financial accounts are settled. Settlement should be completed before the Business Office closes at 4:00 P.M. the second Tuesday following registration day.

A late payment fee of $10.00 will be assessed against accounts settled after that time. After a period of ten days from said Tuesday, any student whose account has not been settled will be excluded from college.

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

Refunds and Adjustments

The reservation deposit of $100.00 is not refundable but will be applied to first semester charges.

A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of $10.00. Students are permitted, with approval of their faculty advisers and the Registrar's Office, to change courses through the second Tuesday following registration day. No financial adjustments are made for changes in registration after this period except in cases of official withdrawal from college by written notice to the Business Office. In these instances refunds or adjustments on tuition paid are calculated on the following basis:

During first week of late payment period	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0

Refunds on room and board paid are calculated from Friday following actual date of official withdrawal. No refunds or adjustments are made on charges other than for tuition, room, and board.

Student Aid

Every student at Guilford College is receiving financial aid, in the sense that his payments to the college cover only about one-half of the actual cost of his education. The college must rely for the rest of its income on endowment funds and on the contributions of alumni and friends of the college.

Even so, there are many well qualified students whose family resources are insufficient to meet the rising costs of college education without special assistance. The Director of Financial Aid and the Financial Aid Committee attempt to identify such students and work out with them realistic programs of scholarships, loans, and work opportunities.

Basis of Awards

The Financial Aid Committee takes into consideration both academic performance and financial need, according to the terms of the particular scholarships available. Freshmen with strong scholastic records should apply for Select Freshman Scholarships or Richardson Fellowships, and will be considered for other grants when possible.

In the case of returning students, Dana Scholarships are awarded to students who have maintained a B average and have contributed to various phases of campus life. A student requesting financial aid must have a cumulative C average and acceptable work for the semester preceding the one for which assistance is requested. All financial aid is awarded for the academic year, but may be removed because of unacceptable scholastic work, gross misbehavior, or undue extravagance.



Scholarship Applications

Applications for scholarships and other financial assistance should be addressed to Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential financial statements submitted through the College Scholarship Service, Box 176, Princeton, New Jersey 08540. Forms may be obtained from the high school counselor or directly from the Scholarship Service. Completed applications should be received by May 15.

Select Freshman Scholarships

Guilford College offers annually to incoming freshmen eighteen scholarships of $1,000 each. Applicants must rank in the top quarter of their high school class and present combined College Entrance Examination Board scores of at least 1200. The applicant's motivation, character, personality, and general attitude will be evaluated in interviews by the Student Aid Committee. Applications should be submitted by January 15.

Richardson Fellowships

Because of the experimental nature of the Richardson Fellows Program, described in Chapter I, applicants should demonstrate qualities of independence, imagination, and leadership as well as sound scholastic ability. Inquiries should be addressed to Director of the Richardson Program, Guilford College, North Carolina 27410.

Dana Scholarships

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College and have a cumulative B (2.00) average. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he continues to meet these criteria.

Aid for Quaker Students

Special grants made possible by Endowment Funds and restricted bequests and gifts are available to any Quaker student who demonstrates need for financial assistance to attend Guilford College. Applications should be made to the Director of Financial Aid.

Other Scholarships

The Financial Aid Committee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extracurricular activities. Funds which make possible the financial aid program of the college are listed at the end of this chapter.

Federal Grants and Loans

Guilford College makes Educational Opportunity Grants (EOG) to students with exceptional financial need who require these grants to attend college. The government-supported program, authorized by the Higher Education Act of 1965, offers grants from $200.00 to $800.00 a year for a maximum duration of four academic years. The amount of aid a student may receive depends upon his need and takes into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Guilford also makes loans from the National Defense Loan Fund. These loans must be repaid within ten years, including 3% interest charges beginning nine months after the student leaves school. No interest is charged up to three years while the borrower is in the armed services, the Peace Corps, or VISTA, and the total amount to be repaid will be reduced 10%, up to 50% maximum, for each year he teaches full time in a public school.

Information on other federal and state grants may be obtained through the Student Aid Office.



Work Opportunities

Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, and in maintenance. Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

Scholarship Funds

Emma G. Booe Scholarship Fund
Edwin P. Brown Scholarship Fund
Cardinal By-Products Co., Inc. Scholarship Fund
Conoway Scholarship Fund
Elwood Cox Scholarship Fund
Mary E. M. Davis Scholarship Fund
Eula Dixon Scholarship Fund
J. Gurney and Thomas C. Dixon Scholarship Fund
Laura Kelley Dobbins Scholarship Fund
Nereus C. and Mae Martin English Scholarship Fund
N. F. and Laura Farlow Scholarship Fund
A. Brown Finch Scholarship Fund
Jessica T. Fogle Scholarship Fund
Franklin G. Frazier Scholarship Fund
John Gurney Frazier Scholarship Fund
Melvina A. Frazier Scholarship Fund
Adalia Taylor Futrell Scholarship Fund
Greensboro Advisory Board Scholarship Fund
John B. Griffin Scholarship Fund
J. R. and Retta E. Hardin Scholarship Fund
Marvin Hardin Scholarship Fund
Alsa C. and Emily S. Howard Scholarship Fund
William Johnson Scholarship Fund
Roxie Armfield King Scholarship Fund
N. Era Lasley Scholarship Fund
William G. Lindsey Scholarship Fund
Nereus and Oriana Mendenhall Mathematics Scholarship Fund
Clyde A. and Ernestine C. Milner Scholarship Fund
James Arnold Mitchell Memorial Scholarship Fund
Algie I. Newlin Scholarship Fund
Leora Sherrill O'Callighan Scholarship Fund
William F. Overman Scholarship Fund
J. Wilmer Pancoast Scholarship Fund
Ellwood W. and Elizabeth Parker Scholarship Fund
Philadelphia Scholarship Fund
Piedmont Sales Executives, Inc. Scholarship Fund
Thomas A. Price Scholarship Fund

Amos and Martha Ragan Family Memorial Scholarship Fund
Herbert Tomlinson Ragan Scholarship Fund
David Troll Rees Music Scholarship Fund
Riverside Manufacturing Company Scholarship Fund
William Lee and Ruth C. Rudd Scholarship Fund
Lucy Stella Schieffelin Scholarship Fund
B. Clyde Shore Quaker Leadership Scholarship Fund
Elvira Lowe Smith Scholarship Fund
Elisha Thomas and Louisa Bradshaw Snipes Scholarship Fund
Ethel Speas Scholarship Fund
Amos Stuart Scholarship Fund
Rachel Farlow Taylor Scholarship Fund
Tripp Scholarship Fund
Vick Scholarship Fund
J. M. Ward Scholarship Fund
Warren Byers Watkins Scholarship Fund
The Western Electric Co. Scholarship Fund
Henryanna Hackney White Scholarship Fund
Clara D. Willits Scholarship Fund
Thomas Wesley Wooten Scholarship Fund

V

college procedures



A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. Both academic and social regulations at Guilford College aim at providing a structured context within which the student is free to go about his business of living and learning. Academic regulations serve to define and direct the student's educational undertakings and to supply standards by which he can evaluate his progress. Social regulations serve to protect the welfare and dignity of each member of the community by creating an atmosphere of personal integrity and respect for others.

Standards of Conduct

It is assumed that students entering Guilford will feel a personal responsibility for upholding the ideals of the college and will support the honor system. The use or possession of firearms, fireworks, drugs, and alcoholic beverages on campus is forbidden, as well as any other activity which is illegal or endangers student welfare. Campus regulations are printed in full in the Student Handbook available from the office of the Dean of Students. It is the responsibility of each student to inform himself of all policies and regulations and to abide by them in good faith.

Class Attendance

The importance of class attendance varies with the nature of the subject matter and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Students in all courses are expected to attend announced quizzes

and examinations. Individual faculty members will make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations. No absences are allowed in classes meeting the twenty-four hours before and after vacations. Students who are on probation are allowed no absences except those excused by the deans. Students who terminate regular class attendance will be subject to suspension.

The Pass-Fail Option

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one course each semester on a pass-fail basis. The student meets all of the normal requirements of each course so selected and will receive the normal hours of credit for such a course, but will not receive the regular letter grades. Hours earned apply to the total required for graduation and do not affect quality point averages.

The student must have the instructor's consent to enter the course; once he has decided to adopt the pass-fail option, he will not be able to change his registration. The pass-fail option does not apply to courses required in the student's field of major interest or to any required courses except English 105—General Bibliography. Freshman seminars are offered on a pass-fail basis.

Grading

A student's grades are determined by his daily preparations, participation in class discussions, the quality of his written work, and results of quizzes, quarter and semester examinations. A represents exceptional achievement, B superior, C average, D passing and F failing. Inc. is given for work which has not been completed because of conditions beyond the student's control. An Incomplete not made up by mid-semester of the next regular term becomes an F. W indicates withdrawal within thirty days after the beginning of a term. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Dean of Students may report a grade of W after the usual thirty-day period.

Quality Points

Quality points are given for grades above a D: three per semester hour for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have a C (1.00) average. Cumulative quality point averages are determined by dividing the accumulated quality points by the total number of hours attempted minus hours in courses marked W or WP, the four hours in required physical education, and any hours earned in courses taken on the pass-fail option. When a course is repeated, the additional hours are added to the total hours attempted and the quality points are included in computing the cumulative average. Undergraduates may not repeat for credit any course previously passed with a grade of C or better. Quality point averages are computed at the end of each semester, and include only work done at Guilford College.

Reports and Transcripts

During the regular academic year mid-term progress reports are sent to the student, parents, faculty adviser and Dean of Students. At the end of each term final marks are entered on the permanent record and grade reports are forwarded if fees have been paid.

Every student is entitled to one official transcript of his work, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies should be made to the Registrar by the owner of the record, and should be accompanied by a remittance of one dollar for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.



Class Standing

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by academic semester hours completed, not including physical education credits.

FRESHMAN: Certificate of graduation from an accredited high school with credit for sixteen acceptable units.

SOPHOMORE: The satisfactory completion of twenty-four semester hours toward a degree.

JUNIOR: The satisfactory completion of fifty-four semester hours toward a degree.

SENIOR: The satisfactory completion of eighty-four semester hours toward a degree.

SPECIAL STUDENT: A person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, he must first satisfy the full entrance requirements. A resident student, although classified as a special student, is required to pay the college and student activity fees.

GRADUATE STUDENT: A student who has a Bachelor's Degree and has been admitted to the graduate program.

AUDITOR: A student who attends class and listens to lectures, may participate in class discussions, but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the Business Office.

Every student in the above classifications will be a full-time or part-time student.

FULL-TIME STUDENT: A student who carries at least twelve semester hours.

PART-TIME STUDENT: A student who carries fewer than twelve semester hours. Part-time students must have the consent of the Dean of Students to room in the dormitories.

Eligibility

All full-time students (carrying twelve hours or more) are eligible to participate in all college activities. Part-time students may participate in college activities with the approval of the Student Affairs Committee of the faculty. Rules of the National Association of Intercollegiate Athletics and the Carolinas College Conference determine eligibility for intercollegiate athletics.

Transfer of Credit

To transfer credit, the applicant must present a statement of honorable dismissal, a catalog of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring, including high school transcript and College Entrance Examination Board scores. Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges. Courses to be applied to a major at Guilford College must be approved by the chairman of the major department.

A maximum of sixty academic semester hours and four units of physical education will be accepted from a junior college. Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of thirty hours of work at Guilford College. All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college. The student's quality point average is computed from grades given for work done at Guilford College.

Time Limitation

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted. Credits earned more than ten years earlier must be evaluated by the Academic Dean and the chairman of the major department.

Readmission

All students must apply for readmission by April 15th if they plan to return the following September. Applications received after that date

may be approved if space is available; if not, a later entrance date may be approved.

All freshmen and other students who are entering Guilford for the first time should achieve a quality point average of .40 or more in order to be eligible to register for the second semester. To be eligible for readmission at the beginning of the second year or later, a student must attain the following minimum levels: fewer than forty semester hours attempted, a cumulative quality point average of .60; forty to seventy-five hours attempted, a cumulative quality point average of .80; over seventy-five hours attempted, a cumulative quality point average of 1.00. Averages are computed at the end of each semester.

Those who do not qualify for readmission according to these standards and those previously suspended for academic reasons may reapply through the Admissions Committee after one year's absence. If in the judgment of the committee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he may be admitted on probation for one semester.

Academic Probation

Students who barely qualify for readmission will be classified as probationary students. This applies to students who, with fewer than twenty semester hours attempted, have a cumulative quality point average under .60; with twenty to thirty-nine hours attempted, a cumulative quality point average under .80; and with forty or more hours attempted, a cumulative quality point average under 1.00.

The review of a student's work for the purpose of determining probation and retention will regularly take place on the basis of two semesters of work at Guilford College. The Academic Retention Committee, however, may consider a student's standing at the end of any semester on the recommendation of the Dean of Students or the Academic Dean, in which case a student may be dropped or placed on special probation status at the recommendation of the committee.

Those students readmitted under the condition of probation are believed to be capable of doing acceptable college work; they should confer with their advisers and avail themselves of the tutoring offered by a number of departments in order to make the most of this opportunity to raise their own standards of achievement. Probation students are not permitted unexcused absences from class, and must maintain a C average each enrollment period.

Academic Suspension

Students will be declared academically ineligible to continue at Guilford College when (1) they do not meet the terms specified in their probation, (2) they do not qualify for readmission whether or not preceded by probation. Students who do not attain a C average each term during their probation period are not permitted to register for the following semester. However, they may apply for readmission one year later. Students dismissed a second time for academic reasons may be readmitted only on the recommendation of the Academic Dean and with the approval of the Academic Retention Committee.



Withdrawal

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Dean of Students.

Suspension or Dismissal

The college reserves the right to suspend or dismiss any student at any time when, in the judgment of the proper authorities, such action is advisable. Thus the privilege of attendance may be withdrawn in the case of any student who is unwilling to adjust himself to the institution's regulations and environment. No credit is given for work done during the semester in which dismissal occurs.

Scholastic Honors

The Dean's List

The Dean's List is made up of the names of full-time students who in the previous semester have made a B (2.00) average. Summer school grades are averaged with those of the preceding semester. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes, quarter and semester examinations.

College Marshals

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with a B (2.00) average are eligible. The marshals serve at commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

Dana Scholars

These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year in college but may receive the scholarship at any time after that year and may hold it as long as they maintain a B (2.00) average. They are expected to do a limited amount of paper grading or tutoring or to give other assistance to the faculty, and from time to time are asked to serve as a student advisory committee for faculty and administration.

Scholarship Society

The Guilford Scholarship Society was organized in 1937 (the centennial year of the college) for the express purpose of encouraging and recognizing high academic achievement. Students with quality point averages of 2.50 are eligible for election at any time after their fifth semester; faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford; and honorary members are elected on the basis of published writings.

Departmental Honors

Most departments offer to students with a 2.50 average in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three

members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Graduating Honors

HONORS shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

HIGH HONORS shall be awarded to the senior attaining a quality point average of 2.70.

The Bachelor's Degree

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees. Graduates with majors in biology, chemistry, management, mathematics, and physics are awarded the Bachelor of Science degree unless they request the Bachelor of Arts degree. Majors in psychology and sociology may plan programs leading to either degree. All other majors are awarded the Bachelor of Arts degree.

Requirements for Graduation

Scholastic Average

The student is required to complete one hundred twenty hours of academic work with a C (1.00) average, plus four units of required physical education. Students taking academic courses on a pass-fail basis will qualify for graduation if they maintain a C average on their regularly graded courses. Students graduating under Curriculum II will qualify for graduation if they maintain a C average on courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

Required Courses

Required courses and distribution requirements are described in Chapter II. They make up a total of fifty-five hours, of which all but six hours (non-Western electives) are ordinarily completed by the end of the sophomore year. Four hours of physical education are also required.

Major and Related Fields

A major consists of at least twenty-four to thirty-six semester hours, ordinarily thirty. The total number of semester hours in major and related fields should not be less than fifty-four. Courses which satisfy general college requirements do not carry major credit in some departments. Courses passed with a grade below C cannot be credited toward requirements in a major field. For specific major requirements see departmental listings in Chapter VI.

Residence Requirements

A student must have attended college at least six semesters and two summer terms or the equivalent to be eligible to receive a Bachelor's Degree. A minimum of two semesters' study at Guilford College with the last semester spent in residence is required.

Admission to Candidacy

One semester prior to the time when a student expects to receive his degree he must submit to the Registrar a written application reporting satisfactory completion of all general college requirements below the junior level; a cumulative quality point average of 1.00; and departmental certification of scheduled completion of major requirements and of his ability to express himself verbally.

Students who fail to meet the deadlines established for completing of academic requirements for a degree will receive the degree at the next regular commencement following the successful completion of their work.

The Master's Degree

The Religion Department offers a program of graduate study in religion leading to the degree of Master of Arts. Candidates are required to complete thirty hours of advanced study, to pass written and oral examinations, and to write a thesis requiring original research. For details see Chapter VI under Religion. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

Associate of Arts Degree

A special two-year program in business education taught at the Downtown Campus leads to an Associate of Arts degree. Most of the courses

required are transferable to the four-year degree program. For details see Chapter VI under Business Education. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

Housing Regulations

Students other than those who live in their own homes in or near Greensboro are normally required to live in college residences and to eat their meals in college dining rooms. No allowance is made for meals which the student misses. Students are expected to make payments for meals for their visiting friends to dining room personnel.

Residence Hall Occupancy

All residence halls are closed and must be vacated during the Thanksgiving, Christmas, and spring vacation, and at semester break if a vacation period is designated. No meals are served during these periods.





Residence halls are open during the summer for use only by students enrolled in the summer session. Occupancy is permitted only during the actual term of summer sessions.

Room Reservations

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Dean of Students. Reservations become effective with the signing of the contract if the $100.00 reservation deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Dean of Students.

Returning students should make room reservations during the week following spring vacation. A reservation deposit of $100.00 and signing of a room contract for the year are required to reserve a room. The reservation deposit is to be paid to the Admissions Office by April 15th and is not refundable unless the student is dropped by action of the college.

Assignment of Rooms

Entering freshmen are assigned rooms in the order in which they have been accepted by the college. Upperclass room preferences are honored on the basis of seniority. Students who wish to room together should so indicate at the time of application; their preferences will be honored whenever possible. After arranging for room and board, students are to obtain the consent of the Dean of Students before making a room change. In single rooms or where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent. A key deposit of $2.00 is required on registration.

Furnishings

Each student room is equipped with beds, chests, desks, and desk chairs. Students must provide lamps, waste baskets, pillows, and blankets. Electric blankets are considered fire hazards and are therefore not permitted. A weekly linen service furnishes students with pillow cases, sheets, and towels. A $5.00 deposit is charged each student for linens and is refunded at the end of the year when linens are returned. Students may add additional furniture to their rooms only with the permission of the head resident. Pets are not permitted in residence halls.

Dismissal From Residence Hall

The college reserves the right to dismiss from a residence hall any occupant who is destructive of dormitory facilities or who refuses to respect the property or personal rights of others. In such cases there is no refund of rental paid.

Married Student Housing

A limited number of apartments are available on campus each year for married students. Only full-time students may live in the apartments. The great demand for these facilities makes it necessary to use a waiting list. Arrangements for married students' housing are made through the office of the Business Manager.

Motor Vehicle Regulations

Permission for Guilford students to have motor vehicles at the college or in Greensboro is limited to those who are at least twenty-one years of age or have attained sophomore rank, or to those who commute from their home in or near Greensboro. Where exception to these rules may become necessary, as in some cases of employment, special permission to operate a motor vehicle while in residence at the college may be granted by the Dean of Students. Permission for a student to operate a motor vehicle may be withdrawn at any time by the Dean of Students. Motor vehicles shall include all power-driven vehicles.

Students who qualify for use of a motor vehicle under the conditions stated above must register ownership and/or possession of any motor vehicle, together with its license number, with the Business Office at the opening of the school year, or within three days after the vehicle is brought to Greensboro. The motor vehicle registration fee is $10.00 per year, effective September through August. Registration for summer school only will be $2.50. The registration of additional vehicles by any individual will carry a fee of $1.00 each. Registration may be handled along with all other college registration fees.

Students who operate motor vehicles are required to maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the Student Handbook available from the office of the Dean of Students.

VI

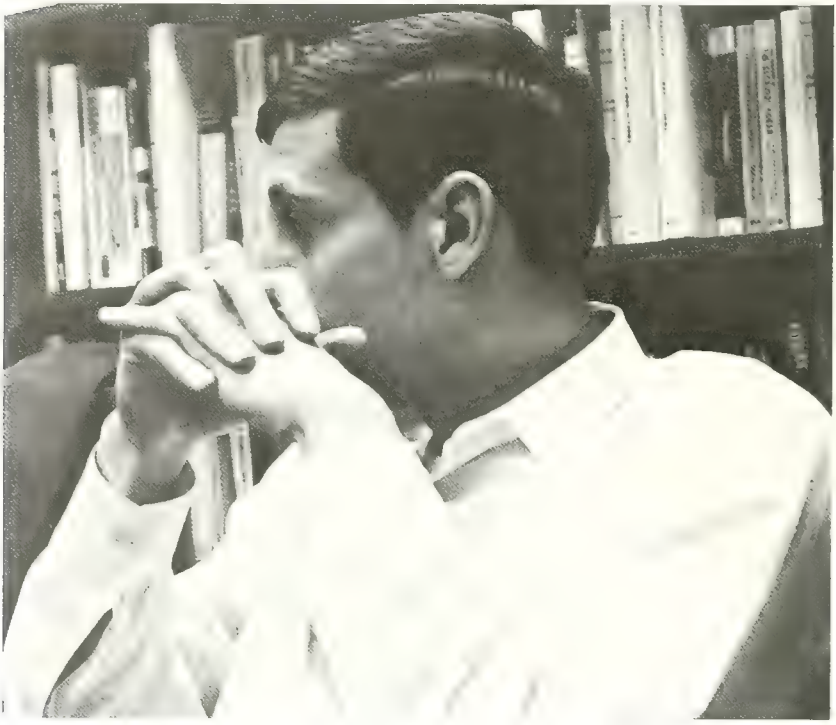
courses of instruction



Odd-numbered courses are ordinarily offered first semester, even-numbered courses second semester. The first digit refers to the year in which the student would normally take the course. Semester hours of credit are indicated by the number following the course title.

ANTHROPOLOGY See Sociology and Anthropology

ART See Fine Arts



Biology

Professor Bryden, Chairman
Assistant Professors Rundell and Ward
Instructors Carrow and Kelly

A major in biology, as presented at Guilford College, will equip the student with the basic knowledge of biological principles in the field of classical biology as well as in the field of molecular biology, preparing him to enter any of the several fields of graduate study open to biology students. In addition, a student who has majored in biology and has taken the prerequisite related subjects is prepared to enter professional schools such as medicine, dentistry, and other schools of applied biology. The Biology Department also offers course work for students preparing to teach in the secondary schools.

A major in biology will consist of twenty-seven hours which must include Biology 113 and 114 (or equivalent), 221-222, and 470. In addition, each biology major should take one course with emphasis on physiology such as Biology 331, 334, or 337. Biology 113-114 is prerequisite to all advanced courses. The student must take a minimum of one year of chemistry, preferably more, and one year of physics.

Students who are preparing for secondary education work should take Biology 223 or Biology 224 and Biology 332, in addition to the courses listed above.

Students who feel that they are capable of independent study may with departmental approval pursue such studies under the general supervision of the biology staff in the junior and senior years. Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and to make other necessary modifications in the program for the individual student. A student interested in independent study should discuss this matter with his major professor no later than the beginning of the second semester of his sophomore year.

BIOLOGY

113—General Biology. 4. Introductory cell structure and function, genetics, plant morphology, taxonomy, physiology, and evolution. *Three lectures and four laboratory hours per week.*

114—General Biology. 4. Introductory animal morphology, anatomy, physiology, ecology, taxonomy, and evolution. *Three lectures and four laboratory hours per week.*

221—Comparative Vertebrate Anatomy. 4. A brief survey of the main classes of vertebrates; a detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, necturus, and cat. *Two lectures and six laboratory hours per week.*

222—Comparative Vertebrate Embryology. 4. A detailed review of the processes of germ cell development, fertilization, and cleavage; a comparative study of the development of the frog, chick, pig, and man. *Two lectures and six laboratory hours per week.*

223—General Botany. 4. Morphology and physiology of the higher plants; some study of taxonomy, ecology, and evolution. *Three lectures and three laboratory hours per week.*

224—Field Botany. 3. A survey of the plant kingdom emphasizing field study and identification. *One lecture and six laboratory hours per week.*

241—Elements of Statistics (Psychology 241). 3. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts; statistical methods in the biological and social sciences and in education.

331—General Physiology. 4. Physiological processes of cells and their relationship to body functions. *Three lectures and three laboratory hours per week.*

332—Invertebrate Zoology. 4. An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups. *Two lectures and four laboratory hours per week.*

333—Microbiology. 4. Structure, development and functions of bacteria and other micro-organisms; concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria. *Two lectures and six laboratory hours per week. Prerequisites: Biology 113, Chemistry 111-112.*

334—Microbial Physiology. 4. Microbial growth, death, reproduction, nutrition, structure, and metabolism described in biochemical terms with laboratory application to microbiology and other areas of basic science. *Two lectures and six laboratory hours per week. Prerequisites: Biology 333 and Chemistry 223-224, which may be taken concurrently.*

336—Parasitology. 3. A comprehensive study of the field of parasitology: life cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention. *Two lectures and three laboratory hours per week.*

337—Plant Physiology. 3. Physiological processes of plants with particular emphasis on the higher plants. *Two lectures and three laboratory hours per week.*

338—General Ecology. 4. The principles of ecology; laboratory and field work, emphasizing animals but including factors governing the distribution of both plants and animals. *Two lectures and six laboratory hours per week.*



441-442—Human Anatomy and Physiology. 3, 3. Anatomy of the human body and dynamics of body function; the skeletal system, the muscular system, the nervous system, and body metabolism. *Two lectures and three laboratory hours per week. Intended primarily for junior and senior majors in physical education. Open to other students by departmental approval or permission of the instructor. Offered 1968-69 and alternate years.*

443—Genetics. 4. A study of Mendelian and non-Mendelian genetics, the chemical structure of the gene, and population genetics and evolution; animal and human materials used in the laboratory. *Three lectures and three laboratory hours per week.*

444—Marine Biology. 1. Methods of marine biology, problems of the collection, preservation, and identification of marine specimens. *One meeting each week and a one-week field trip to a marine biology station. Open to majors with departmental approval. Open to non-majors on a pass-fail basis with departmental approval when space available.*

445—Principles of Oceanography. 3. The principles of oceanography and the problems of marine biology. *Two meetings each week and a two-week field trip to a marine biology station. Open only to majors with departmental approval. Prerequisite: Biology 332.*

470—Thesis Seminar. 3. Individual experience in the research techniques of biology; writing of a professional paper.

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

Business Education

Assistant Professor T. Moore, Chairman
Instructors Hall and Mallard

To meet the needs of business and industry in the Piedmont area for personnel possessing exceptional secretarial and accounting skills, the Downtown Campus of Guilford College offers a two-year Business Education program leading to an Associate of Arts degree. This is a college-credit program which includes a number of liberal arts courses and is designed to prepare students for positions of responsibility. Most of the courses offered are transferable to the four-year degree programs.



BUSINESS EDUCATION

111—Beginning Typewriting. 2. Fundamental principles of touch typewriting: proper manipulation of the keyboard, operation of the machine, and development of accuracy.

112—Intermediate Typewriting. 2. Continuation of the fundamental skills with emphasis on development of speed; writing business letters and typing office forms and reports.

113—Shorthand Theory I. 3. Introductory study of brief forms with emphasis on formation of characters; functional dictation.

114—Shorthand Theory II. 3. Continuation of Business Education 113 with greater emphasis upon dictation.

115—Advanced Typewriting. 2. Production work with emphasis on speed and accuracy. *Prerequisite: Business Education 111-112.*

116—Business Communications. 3. Principles and procedures for effective communication; skillful application of the fundamental principles of business letter-writing.

117—Mathematics of Finance. 3. The application of basic mathematic principles to the current problems pertinent to the business world, including taxes, payroll, analysis of financial statements, etc.

118—Office Machines. 2. Operation of office machines including calculators, adding machines, fluid process duplicators, and transcribing machines.

120—Introduction to Business. 3. Introduction to the basic forms of organization, purposes, responsibilities and operations of business.

221—Advanced Dictation. 3. Development of transcription skill with emphasis on mailable transcripts.

224—Secretarial Practice. 3. Routine secretarial procedures and application of the knowledge and skills acquired in previous courses to business situations.

230—Personal Finance. 3. Consumer economics: installment buying, banking, insurance, home ownership, taxes, investments, and household buying techniques.

BUSINESS MANAGEMENT See Management.

Chemistry

Professor Ljung, Chairman
Instructor Anderson
Lecturer Lewis

The aim of the Chemistry Department is to equip its graduates with the fundamental tools of chemistry which will enable them to enter graduate school or industry.

A major in chemistry consists of thirty-two hours in the major field. In addition, mathematics through calculus and at least eight hours of physics are required.

CHEMISTRY

111—Elementary Physical Chemistry. 4. Properties of gases, liquids and solids, the physical properties of solutions and accompanying theories, atomic structure and bonding, coordination chemistry, electro-chemistry, and introductory nuclear chemistry. *Three lectures and four laboratory hours per week.*

112—Qualitative Inorganic Analysis. 4. Inorganic chemistry, elementary physical principles of equilibria, ionization equilibria, solubility product, pH, common-ion effect, complexions, hydrolysis. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111.*

220—Nuclear Chemistry and Radioactivity. 3. Radioactive disintegration series, radioactive isotopes (natural and artificial), and laboratory techniques. *Two lectures and three laboratory hours per week. Prerequisite: Chemistry 111-112.*

221—Quantitative Analysis I. 4. Quantitative inorganic analysis by gravimetric (precipitation and electrodeposition) and volumetric procedures (acid-base, EDTA, oxidation-reduction, and complexometric titrations). *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 112.*

222—Quantitative Analysis II. 4. Quantitative inorganic analysis by instrumentation, including coulometry, conductance titrations, pH measurements, colorimetry, oxidation-reduction titrations and EMF measurements, polarography and gas chromatography. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 221.*

223-224—Organic Chemistry. 4, 4. Carbon compounds, uses, sources, preparation, and laboratory techniques, including polarimetry and IR analysis. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.*

331-332—Physical Chemistry. 4, 4. Survey of physical chemical principles. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111, 112, 221.*

470—Thesis. Investigation of a special problem involving laboratory and library research; individual conferences. *Credit to be determined.*

Classics

Associate Professor A. Deagon

The purpose of the Classics Department is to involve the student in a multi-level study of the languages, literature, history, and culture of the classical world, from which he may evolve a fuller awareness of his historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of knowledge and activity in the modern world.

CLASSICS

301—Classical Literature in Translation. 3. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world.

302—Classical Mythology. 3. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines.



411—Greek History (History 411). 3. Greek civilization from its origin in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century. *Offered 1968-69 and alternate years.*

412—Roman History (History 412). 3. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. *Offered 1968-69 and alternate years.*

Classical Languages

The course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 103-104 plus one semester selected from Classics 301, 302, 411, and 412.

GREEK

101-102—Elementary Greek. 6. An introduction to Attic Greek based on fifth century authors; sight reading in the New Testament. *Five class hours per week and required laboratory. Concentrated in first semester.*

103-104—Intermediate Greek. 6. Further study of classical prose and poetry or readings in the New Testament, according to individual interests. *Five class hours per week. Concentrated in second semester.*

LATIN

101-102—Elementary Latin. 6. An introduction to Ciceronian Latin based on the original texts; sight reading in Medieval Latin. *Five class hours per week and required laboratory. Concentrated in first semester.*

103-104—Intermediate Latin. 6. Further study of classical prose and poetry; readings in Medieval Latin. *Five class hours per week. Concentrated in second semester. Open to freshmen placing on the intermediate level.*

Drama and Speech

Assistant Professor D. Deagon
Instructor Gilbreath

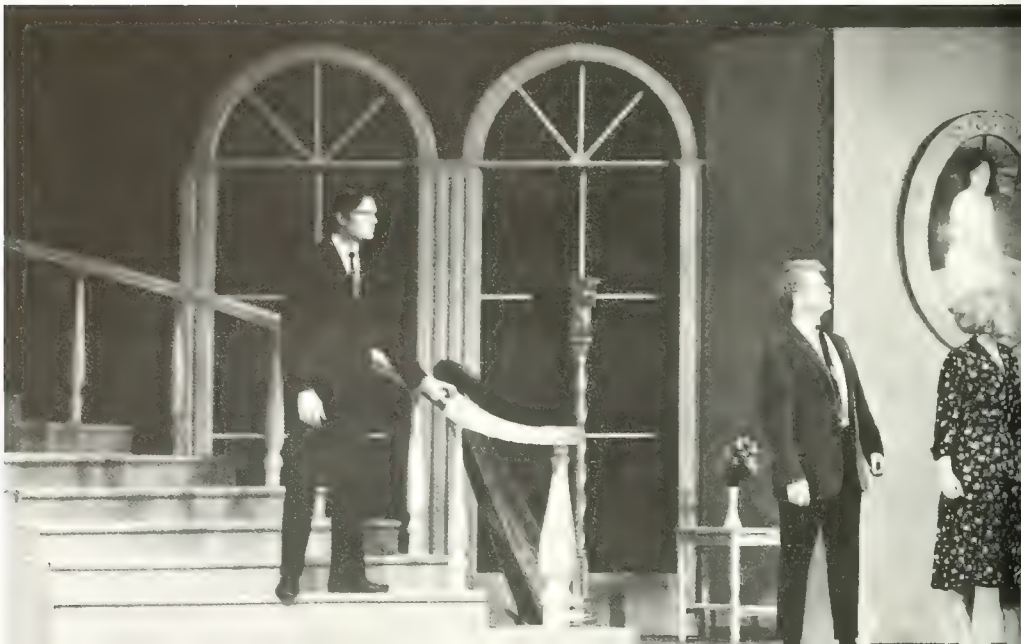
Courses in drama and speech are offered to give students a sound background in the growth of drama as an art form, to deepen their appreciation of its excellence as literature, to give them the technical knowledge necessary to select, stage, and direct plays, and to provide opportunities for personal development through individual and group performance. With departmental approval, credit may be earned in summer theater projects.

The department plans to offer a course in Oriental drama as a junior year non-Western elective.

DRAMA

205—Fundamentals of Acting. 3. Basic acting techniques: diction, projection, and body movement; character analysis and characterization; studio and public performance.

206—Fundamentals of Directing. 3. The role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; student direction of short plays for studio and public performance.



207—Play Production I. 3. Technical aspects of theatrical production; historical survey of production techniques from the earliest theaters to the present; practical experience through work on college productions. *Sixteen hours laboratory work required.*

208—Play Production II. 3. Artistic aspects of play production; problems of actor and director; styles of theatrical production as studied in selected plays. *Term project and sixteen hours of laboratory work required.*

300—Oriental Drama. 3. A comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Oriental areas; theater as the expression of historical and cultural influences. *To be offered in 1971-72.*

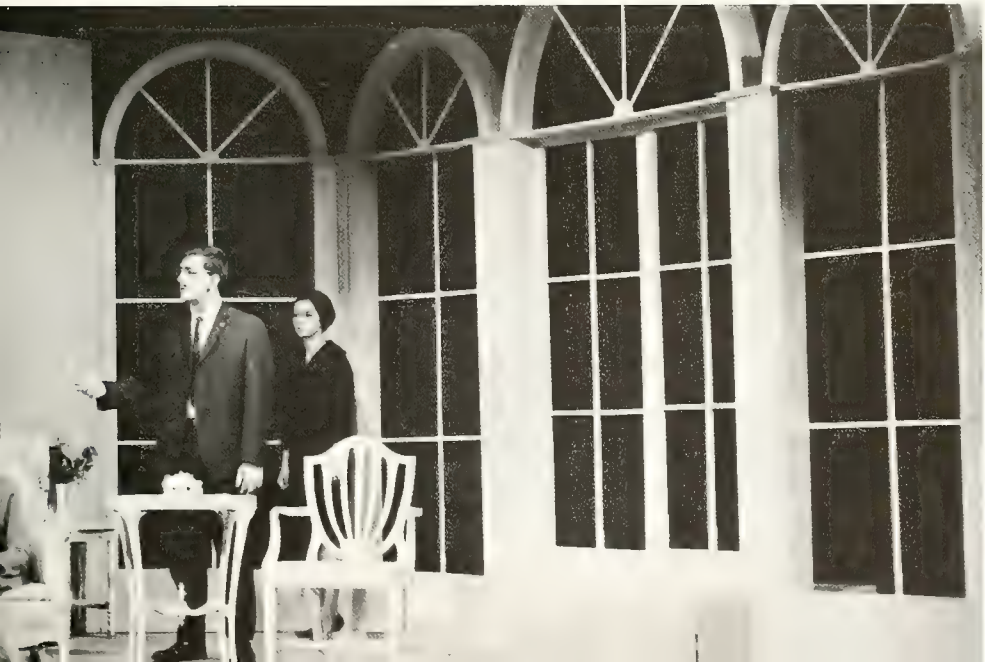
307—Development of Drama. 3. The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; structural and thematic analysis.

308—Modern Drama. 3. Modern European and American drama from Ibsen to the present; social, psychological, and philosophical influences on contemporary theater.

SPEECH

100—Public Speaking. 3. Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. *Minimum of eight speeches required.*

200—Oral Interpretation. 3. Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; studio and public performance.



Economics

Dana Professor Abdul-Magid, Chairman
Associate Professors Parkhurst and Robbins
Assistant Professor Raddock
Instructor Vaughn

The program in economics is designed to provide a sound theoretical, methodological, and applied foundation for students who expect to pursue economics as a professional career. A student majoring in economics will have the requirements to pursue graduate work in economics or related professions such as law and will be prepared to enter business and government. A further purpose of the economics program is to provide a basic understanding of current economic issues and policies relevant to liberal education.

Concentration in economics requires a minimum of thirty hours, which must include the following basic courses: Economics 221-222, 321, 322, 331, 334, and 480. In addition, each student should take at least three hours in each of the following areas: economic theory and institutions (411, 412); analytical economics (421, 422); economic problems and public policy (223, 224, 440, 441, 442); international and comparative economics (432, 433, 434). Students who wish to major in economics and especially those who plan to do graduate work are encouraged to develop a strong background in mathematics.

Students who demonstrate exceptional performance after taking all or most of the basic courses in economics are eligible to do honors work upon invitation from the department adviser and with the approval of the department chairman. The student will be assigned additional studies and research parallel to the appropriate courses he takes in the area of his concentration. The honors work if successfully undertaken will culminate in the writing of an honors thesis (Economics 490) and a comprehensive oral examination. Honor students are not required to take economic seminar (Economics 480). A student who completes the honors thesis but does not achieve honors may be given credit for Economics 480.

ECONOMICS

221—Principles of Economics I. 3. Determinants of size and composition of national output; macroeconomic problems such as economic growth, economic stability and full-employment; monetary and fiscal policies. *Acceptable as a social science elective.*

222—Principles of Economics II. 3. Resource allocation and income distribution in the market economy; microeconomic problems such as agriculture, monopoly, labor unions and public policy; international trade problems, policies and comparative systems. *Acceptable as a social science elective. Economics 221-222 prerequisite for all other departmental courses.*

223—Law and Society (Political Science 223). 3. The fundamental principles of law in our judicial system; a cultural, philosophical and analytical study of law as a decision-making process and as a social science related to other disciplines. *Acceptable as a social science elective.*

224—Law and Economics. 3. The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system, the rules of economic behavior and the legal concepts involved in economic activities; the relationship between economics and law in contracts, agency, sales, property, and wills. *Acceptable as a social science elective.*

321—Microeconomic Analysis. 3. An intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, theory of distribution and general equilibrium and economic welfare.

322—Macroeconomic Analysis. 3. An intermediate-level approach to the theory of income and employment, the post-Keynesian theories of economic growth, theories of Aggregate Income distribution, theory of foreign balance, the general equilibrium and public policy.

331—Money and Banking and Monetary Theory (Management 331). 3. The nature and economic significance of money and monetary standard; the stock of money and levels of national income and prices; the United States banking system and international monetary system; recent developments in monetary theory and policy.

334—Statistical Methods in Economics. 3. An introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers and regression analysis.

411—History of Economic Thought. 3. The development of economic theories in the socio-political context in which they arose; the classical school, the marginal analysis, institutionalism, neoclassicism, Keynesian and post-Keynesian economics.

412—General Economic History. 3. The emergence of contemporary economic institutions and their development in the light of economic change in Europe and the Western World.

421—Economic Fluctuations and Forecasting. 3. The nature and causations of economic fluctuations in the light of the United States economy's experience; modern theory of economic growth and its relationship to economic fluctuations; the role of fiscal-monetary policy in promoting economic stability.

422—Mathematical Economics. 3. An introduction to modern mathematical tools used in economic analysis with their applications to the theories of consumer behavior, the theory of the firm, and general equilibrium.

432—International Economic Theory and Policy. 3. Theory, problems, and policy in international trade; balance of payment problems, changes in patterns of trade, and the impact of international trade on underdeveloped countries; recent international monetary developments and possible alternative monetary reforms. *Prerequisite: Economics 221-222.*

433—Economic Growth and Development. 3. Major theories of economic growth and their applications to economic conditions of the developing countries; policies and measures which could be employed in promoting growth applying case study methods. *Prerequisite: Economics 221-222. Acceptable as a non-Western studies elective.*

434—Comparative Economic Systems. 3. Resource allocation and economic growth in various economic systems: socialist, capitalist and mixed economies; special case studies. *Prerequisite: Economics 221-222. Acceptable as a non-Western studies elective.*

440—Government and Economic Policy (Political Science 440). 3. The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control and regulation.

441—Labor Economics. 3. The origin and development of the labor movement, collective bargaining, and the evolution of public policy in labor relations; analysis of labor markets; social, economic, and political programs of unions, and relevant legislation.

442—Public Finance and Fiscal Policy. 3. The theory and economic principles of taxation, the application of these principles, and the inter-relationships of national, state, and local finance; the influence of public revenues, expenditures, and debt management on the economy.

480—Economic Seminar. 3. Selected topics in economics through reports and discussions; experience in analytical thinking orally and in written reports; synthesis of knowledge gained in various specialized areas in economics; empirical research and practical economic application.

490—Departmental Honors. 3. Directed study and research culminating in the writing of a professional paper; oral examination by three members of the faculty and a visiting examiner.

Education

Professor Appenzeller
Associate Professors Bailey, Chairman, and Lanier
Assistant Professors Bell and Reddeck

It is the purpose of the Department of Education to develop a philosophy of education appropriate to a democracy, to impart educational principles and methods of teaching based on sound psychological and

sociological principles, to provide for their practice in directed teaching situations in the public schools, and thus to equip the student for service as a teacher in the public schools, both elementary and secondary. The preparation of teachers has been one of the important objectives of Guilford College since its founding.

In conformity with the requirements of the Approved Program Approach to Teacher Education recently adopted by the state of North Carolina, all students wishing to secure a teacher's certificate must apply for admission to the Teacher Education Program. This application must be filed with the chairman of the Education Department during the first semester of the sophomore year. Students who delay making application beyond this point must seek special admission by petition to the Committee on Teacher Education.

Any student already admitted to the teacher education program and wishing to do student teaching must apply in writing to the Department of Education by March 1st preceding the year in which he expects to do student teaching. To qualify he should have completed most of the courses required for certification in his teaching field, and have a cumulative grade point average of no less than 1.00 and 1.25 in the major field at the time of application. Further, he must present health certification from a physician which meets the usual public school standards for teachers.

Students who expect to teach in the secondary schools will major in the academic subject of their interest and will take specified courses in the Department of Education required for certification. These are Education 221, 372, and 400, Psychology 226 and 331; music education majors take Education 381 and/or 382; physical education majors, Education 384; and academic secondaries, Education 388. All students planning to obtain a secondary certificate should consult the designated coordinator in the Education Department for information about the requirements for certification.

Those students planning to teach in the elementary school major in elementary education. This major consists of Education 221, 222, 326, 328, 331, 345, 346, 366, 371, 386, and 400. All of these courses are required. Related courses required for certification are Mathematics 103-104, History 221-222, Political Science 101, Geography 113-114, Music 111 or 325, Natural Science 306, English 329. Three hours of credit in applied music may be counted in place of Music 111 or 325.

EDUCATION

221—Education in America. 3. Organization and control of the public schools; relationships with local, state, and federal governments and with international affiliations; roles of the school, the education profession, and the teacher in the community and in a democratic society; contemporary problems in education.

222—The Psychology of Childhood (Psychology 222). 3. The interdisciplinary approach to the study of childhood, focusing upon the child as a whole and upon the setting in which he grows and develops.

226—The Psychology of Adolescence. (Psychology 226). 3. Adolescence as a stage of development and as a way of life; the influence of family, peers, and the larger society; the development of self and the process of character formation; juvenile delinquency.

326—Music for the Elementary School Teacher (Music 326). 3. Fundamentals of basic music theory and their application to the piano and other classroom instruments; vocal sightreading, materials and techniques used in singing, rhythmic and listening activities; melody writing, improvisation of simple piano accompaniments; the practical application of all these to classroom situations.

328—Art for the Elementary School Teacher. 3. The aims and philosophy of art education in the elementary school; creative expression in several art media; materials and methods for use with children.

331—Educational Psychology (Psychology 331). 3. Theory and research on the process of human learning, emphasizing applications to education. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

345—Health in the Elementary Schools (Physical Education 345). 2. Concepts of health, qualifications of health education leaders, age level characteristics, scope of health education, school environment, health service in the school, related health agencies, health instruction, testing outcomes in health education.

346—Physical Education in the Elementary Schools (Physical Education 346). 2. An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment.

366—Reading and Language Arts in the Elementary School. 3. The principles and practices of a balanced program in reading and the other language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; all aspects of the total reading program in the elementary school.

371—The Elementary School. 3. Organization of the elementary school, curriculum patterns; counseling and guidance, promotion policies and practices, pupil

accounting, extra-curricular activities; articulation with the secondary school, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

372—The Secondary School. 3. Organization and administration of the secondary school, curriculum patterns; counseling and guidance, promotion policies and practices, pupil accounting, extra-curricular activities; articulation with the elementary school and college, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community, and current issues in education. *Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.*

381—Elementary School Music Methods (Music 381). 3. Methods and materials used in elementary school music classes, concepts of the sequential development of music learning; systems of evaluation of pupil progress, formulation of criticisms, and the role of the music specialist in relation to the homeroom teacher and the elementary school system.

382—High School Music Methods (Music 382). 3. Instrumental and choral methods and materials suitable for the secondary school; organization of ensembles, voice testing and assignment of parts, program planning; the role of the music specialist in relation to the high school system.

384—Methods in Health and Physical Education (Physical Education 384). 3. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

386—Materials and Methods in the Elementary School. 3. Selection, organization, and presentation of materials used in the elementary grades; preparation and use of materials; audio-visual aids and the use of effective teaching procedures; observation in public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

388—Materials and Methods in the Secondary School. 3. The organization of teaching materials in each student's field of interest; techniques of adjusting materials and learning aids to the needs of pupils, curriculum construction; classroom organization and management, and organization of routine activities; observation of actual classroom teaching. *Offered both semesters on the block system. Should be taken during the first half of the semester in which teaching is done.*

400—Observation and Directed Teaching. 8. One half semester of continuous full-time observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and the staff of the Department of Education. *Prerequisite: Senior standing and completion of block courses. Last half of the semester.*

English

Professor Thorne
Associate Professors Gutsell, Chairman, and Marlette
Assistant Professors Behar, Delafield, E. Keiser, Lee, Semmler, and Speas
Instructors A. Clark and Elliott

The Department of English is primarily concerned in its major program with developing students' appreciation of literary art, the cultural traditions which have produced it, and the range of human problems with which writers have been concerned. The offerings of the department are mainly in the traditions of English and American literature, but include various aspects of world literature. Course approaches include concentration on periods, special authors, and literary forms, but throughout emphasize both critical and historical awareness. The department provides a flexible program designed to serve those preparing for graduate study and those intending to teach English in the secondary school as well as those who see intensive study of literature as the basis of their liberal arts education.

English 101, 102, and 105 are required of all students. All other English courses are available as electives and related courses with approval of the major department. A course in Oriental Literature is planned as a non-Western studies elective.

Requirements for a major in English include thirty hours of course work in English and a senior comprehensive examination. Details of the major program, a departmental reading list, and a study guide for the comprehensive should be obtained from the department during the sophomore year or earlier. In planning his program, the English major should arrange for intelligent correlation of his courses in English with his work in other areas. History, philosophy, classics, religion, languages, and drama are the most acceptable related fields. The department strongly recommends English History (History 223, 224) or its equivalent in independent study.

ENGLISH

101—Introduction to Literature. 3. Development of the student's sensitivity to and critical understanding of literary art through varied readings and discussion; basic techniques of composition. *Required of all students.*

102—Critical Reading and Writing. 3. Questions of meaning and form approached through intensive study of literary genres; techniques of critical writing. *Prerequisite: English 101 recommended. Required of all students.*

105—General Bibliography. 1. An introduction to library organization, information, and reference sources, bibliographical method, and research technique. *Offered on a pass-fail basis. Required of all students.*

201—World Literature I. 3. Great classics of the world from Greek and early Eastern literature to the Middle Ages.

202—World Literature II. 3. Great classics of world literature from the Middle Ages to the contemporary period.

223—American Literature I. 3. Major American writers from the colonial period to the Civil War: their relationship to their own time and to contemporary American literature.

224—American Literature II. 3. Major American writers from the Civil War to the present.

233—English Literature I. 3. General consideration of the most important periods from the age of Chaucer through the eighteenth century; intensive study of representative works.

234—English Literature II. 3. The Romantic Period to the present. *Prerequisite: English 233 recommended.*

305—Milton and His Age. 3. Major poetry and prose of John Milton and work of some of his contemporaries considered in relationship to the history and thought of the seventeenth century.

312—The American Novel. 3. Historical and critical study of the novel in America.

313—Modern Poetry. 3. British and American poetry since 1900: forms, techniques, themes; intensive analysis of the work of such poets as Yeats, Eliot, Frost, and Stevens.

314—Modern Prose. 3. Significant works, mainly British and American: such writers as Lawrence, Forster, Joyce, or more contemporary figures as Durrell, Grass, Bellow and others according to the interests of students and instructor.

325—The Age of Romanticism. 3. Romanticism: its development, intellectual concerns, and literary forms, as seen in the writings of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

326—The Eighteenth Century. 3. Critical analysis of individual works which reflect the important ideas and assumptions of the Restoration and the Eighteenth Century; such writers as Dryden, Pope, Swift, Sheridan, Richardson, Fielding, and Sterne.

329—Children's Literature. 3. Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. *Required of elementary education majors. Credit toward a major in English only with departmental approval.*



337—Creative Writing. 3. Writing laboratory course: student work criticized in class and in individual conferences; class discussion of short stories, poetry, general literary principles. *Open to freshmen only by departmental approval. Credit toward a major in English only with departmental approval.*

339—Advanced English Grammar. 3. Review of English grammar; introductory linguistics, historical development of the language, development of the English dictionary, vocabulary building. *Required of students preparing to teach English in the secondary school.*

351—Shakespearean Drama I. 3. The evolution of Renaissance drama; earlier works of Shakespeare and plays by such writers as Kyd, Marlowe, and Green.

352—Shakespearean Drama II. 3. Later works of Shakespeare and plays by Beaumont and Fletcher, Jonson, and others. *Prerequisite: English 351 recommended.*

416—The Victorian Age. 3. Questions, doubts, and problems of emerging modern society seen through a detailed examination of such writers as Browning, Tennyson, Arnold, Dickens, Thackeray, Newman, Huxley, and Shaw.

442—Seminar. 3. Intensive study of a single author or highly specialized topic, through discussion, oral reports, and papers. *Limited to advanced students.*

445—Renaissance Poetry and Prose. 3. Major themes and forms of Renaissance poetry as exemplified in Spenser, Sidney, Shakespeare, Donne, others; selected prose of the period.

446—Chaucer and His Age. 3. Selections from Chaucer's major works; other important poetry of the period such as *The Vision of Piers Plowman* and *Sir Gawain and the Green Knight.*

450—Special Topics. 3. Subjects of specialized interest such as the film, protest literature, fantasy; inter-disciplinary approach and visiting instructors where appropriate.

460—Independent Study. 3. Individual formulation and completion of a significant program of study approved and supervised by a faculty member.

470—Senior Thesis. Independent study in a specialized area; writing of a paper of superior quality. *Recommended for students planning graduate work. Credit to be determined.*

Fine Arts

Associate Professor McMillan
Assistant Professors Behar, Cook, Roetzel
Instructor Huntley

Study of painting, sculpture and music should bring the student to an understanding of the fine arts as part of the general history of mankind, as separate and presently available orders embracing all fine art works, and as important forms of expressive technique. Towards these ends, the department offers comparative arts studies in conjunction with other disciplines, historically and analytically oriented courses, and practical studio work in the visual arts. Such studies should enable the student to explore past and present creativity and so illuminate for him the variety of human consciousness and the community among men of widely separated times and places.

FINE ARTS

101—Painting and Composition I. 3. An introductory course in painting and drawing for beginning students; principles of design and interpretation; basic media explored.

102—Painting and Composition II. 3. Intermediate course for those students wishing to continue studio work. *Prerequisite: Fine Arts 101.*

201—Advanced Studio. 3. Problems in the media of the student's choice; classroom work and independent study. *Prerequisite: Fine Arts 101-102.*

204—History of Art. 3. History of painting, sculpture and architecture from the Renaissance to the present day; relationship of the arts to other aspects of culture; development of standards of taste and judgement; slides, prints, discussion and talks on specific works, artists, and media. *Acceptable as a fine arts elective.*

211—Music and the Cultural Heritage (Music 211). 3. The role of music in relation to the social and cultural aspects of various periods of civilization; lectures, visiting speakers, group discussions, and demonstrations. *Acceptable as a fine arts elective.*

301—Comparative Arts I. 3. The nuclear materials of painting, literature and music; their effect on the modes of existence of art works and on gross art structures; the validity of analogies between the arts. *Acceptable as a fine arts elective.*

302—Comparative Arts II. 3. The problem of order and spontaneity in art; the relation of artistic perception to political and philosophical systems as exemplified in the shift from Neoclassicism to Romanticism in Western Europe. *Prerequisite: Fine Arts 301 or departmental approval.*

Foreign Languages

Professor Hilty, Chairman
Assistant Professors Chauvigné, M. Feagins, Hunt, Martin, R. Morell, and Thompson
Instructor Payne

Within the framework of the liberal arts curriculum, the role of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose. A series of introductory courses prepares the student to study the culture of a foreign people as expressed in its own literature and history. The passing of one 200-level course satisfies the language requirement for non-majors. Additional courses may be chosen as electives or approved as part of the student's related field.

The student may elect to continue the language studied in high school or begin a new language, choosing among: French, German, Greek, Latin, Russian, and Spanish. He should coordinate his choice of language with his overall program, considering carefully both personal interests and professional requirements in his major field. Emphasis is on individual achievement rather than the completion of a certain number of class hours. Flexibility is allowed within the 101-104 courses, permitting the student to move up to a higher course on the recommendation of his instructor, or to a remedial course if his progress is too slow. Students who have studied no language in high school do not receive credit for 101-102 language courses.

The department offers majors in French and Spanish consisting of thirty hours above the elementary course (101-102). A student who majors in one foreign language must study, in addition, two years of another. Majors are encouraged to have some foreign experience before they graduate. Guilford College language students may supplement their program at Guilford by taking courses at Bennett College and Greensboro College under a consortium arrangement.

Appropriate courses in history, English, philosophy, sociology and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary school can meet the requirements for certification by taking Education 221, 372, 388 and 400, and Psychology 226 and 331 in addition to the thirty hours of language required of all language majors.

FRENCH

101-102—Elementary French. 6. Introduction to understanding, speaking, reading, and writing French. *Five class hours per week plus required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate French. 6. Selected readings from literature, a study of grammar in depth, composition and conversation with emphasis on good pronunciation. *Five class hours per week plus required laboratory. Concentrated in second semester.*

103-104—Intermediate French. 3, 3. Literature, grammar, composition, and conversation identical with French 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate French (Remedial). 3, 3. Literature, grammar, composition, and conversation, with intensive review, vocabulary building, and pronunciation drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

211-212—Survey of French Literature. 3, 3. A survey of the major French writers from the Middle Ages to the present.

221-222—Survey of French Culture. 3, 3. Studies in the background of French life and culture and in the outstanding contributions of France to world civilization.

301—French Phonetics. 1. A study of the sounds of French and their variations in connected speech, using the symbols of the International Phonetic Alphabet. *Offered 1969-70 and alternate years.*

333-334—French Conversation and Composition. 3, 3. A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation; emphasis on the development of considerable fluency in the use of the spoken language. *Laboratory required.*

442—Seventeenth Century French Literature. 3. Writings of Descartes, Pascal, La Fontaine, Boileau, Madame de Sevigné, Fénelon and others; plays by Corneille, Molière, and Racine.

445—Eighteenth Century French Literature. 3. French literature in the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot.

446—Nineteenth Century French Literature. 3. Representative writers of the period with emphasis on the major literary movements.

447—Twentieth Century French Literature. 3. Readings in prose, poetry, and drama of the principal authors of the twentieth century.

461—Seminar. 1. Reading and discussion of current periodical literature, common aspects of the literature, and recent emphases in teaching. *Required of majors.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GERMAN

101-102—Elementary German. 6. Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. *Five class hours per week and required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate German. 6. Reading of selected literature, continued oral and aural practice, writing and grammar review. *Five class hours per week and required laboratory. Concentrated in second semester.*

103-104—Intermediate German. 3, 3. Literature, oral and aural practice, writing and grammar identical with German 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate German (Remedial). 3, 3. Literature, oral and aural practice, writing and grammar, with intensive review, vocabulary building, and pronunciation drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

221—Survey of German Culture. 3. Contributions in the German language to world culture with emphasis on nineteenth century literature and its historical setting; also some consideration of non-literary contributions.

222—Survey of German Culture. 3. Contributions in the German language to world culture with emphasis on the twentieth century.

331—Technical German. 3. Developing skill in translating technical German selected from the student's major field of interest: science, sociology, religion, etc. *Offered on demand.*

333-334—German Conversation and Composition. 3, 3. Advanced grammar, drill in pronunciation, practice in conversation and written composition. *Laboratory required first semester.*

GREEK See Classics.

ITALIAN

101-102—Elementary Italian. 3, 3. Introduction to understanding, speaking, reading, and writing Italian. *Three class hours per week and required laboratory.*

103-104—Intermediate Italian. 3, 3. Selected readings from literature, a study of grammar in depth, composition and conversation with emphasis on good pronunciation. *Three class hours per week and required laboratory.*

LATIN See Classics.

RUSSIAN

101-102—Elementary Russian. 6. Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. *Five class hours per week plus required laboratory. Concentrated in first semester.*

103-104—Intermediate Russian. 6. Systematic review of grammar, readings in Russian literature, self expression in speech and writing. *Five class hours per week plus required laboratory. Concentrated in second semester.*

221-222—A Survey of Russian Culture. 3, 3. Readings in Russian culture, including contemporary works; self-expression in conversation and composition.

SPANISH

101-102—Elementary Spanish. 6. An introductory course in Spanish with emphasis on oral-aural skills; writing and reading introduced employing cultural materials. *Five class hours per week and required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate Spanish. 6. Emphasis on reading and comprehension with review of grammar and practice in conversation and dictation. *Five class hours per week and required laboratory. Concentrated in second semester.*

103-104—Intermediate Spanish. 3, 3. Reading, grammar, conversation and dictation identical with Spanish 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate Spanish (Remedial). 3, 3. Reading, grammar, conversation and dictation, with intensive review, vocabulary building, and pronunciation drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

221—Survey of Spanish Culture. 3. A general approach to Spanish culture from its beginnings to the present; readings, discussions, lectures, slides.

222—Survey of Latin American Culture. 3. Ibero-American cultural history and contemporary patterns; readings, discussions, lectures, slides.

333-334—Advanced Conversation and Composition. 3, 3. The finer points of grammar in conjunction with composition and daily practice in conversation.

441—Spanish Literature Through the Golden Age. 3. *El Cid, La Celestina,* plays by Lope, and writings of other authors of the Golden Age.

442—Don Quixote. 3. A careful reading and discussion of this classic with an examination of critical studies.

445—Nineteenth Century Spanish Literature. 3. Selected readings for class use from the early romanticists to the Generation of '98 and the early twentieth century authors; Spanish novels read independently.

446—Contemporary Spanish-American Literature. 3. A brief historical survey with emphasis on the twentieth century; selected readings for class use, novels read independently.

460—Seminar. 1. Reading and discussion of current periodical literature, common aspects of literature, recent emphases in teaching. *Required of majors.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

FRENCH See Foreign Languages.

Geography

Assistant Professors Clarke and Harvey

The courses in geography are offered to meet North Carolina requirements for teacher certification. They are also available to all students as electives or related courses with approval of the major department.

GEOGRAPHY

113—Elements of Geography. 3. The earth in its planetary relations and as the home of man: climates, soils, structure, vegetation, physiography; natural regions and the human adjustment to each.

114—Regional Geography. 3. The world's major regions seen against the background of their natural, cultural, and economic environment; regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

Geology

Assistant Professors Clarke and Harvey

The present geology offerings include courses designed to fulfill the laboratory science requirement for non-science majors and to serve as related courses in several fields. Additional courses are being proposed as part of an expanded program leading to a Bachelor of Science degree in geology available to students entering in 1969-70.

GEOLOGY

105—Concepts of Geology (Natural Science 105). 3. An introduction to the investigation of earth materials, earth forces, and earth history; basic ideas and the role of the scientific method in physical and historical geology. *Two lectures and two laboratory hours per week. Acceptable as a science elective.*

106—Concepts of Historical Geology. (Natural Science 106). 3. An introduction to historical geology; stratigraphy and paleontology; biological principles as related to geology. *Acceptable as a science elective.*

221—Physical Geology. 4. Elements and principles of physical geology: identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering and erosion; analysis of topographic and geologic maps; the scientific basis of the geologic interpretation of past events to environment. *Three lectures and three laboratory hours per week. Acceptable as a science elective.*

222—Historical Geology. 4. Review of the methods used in geological interpretation; application of these methods to the study of earth history including the evolution of life; emphasis on the geology of North America. *Three lectures and three laboratory hours per week. Acceptable as a science elective.*

311—Mineralogy. 4. Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy, optical mineralogy, crystal structure and X-ray analysis, gemology, and economic uses of minerals. *Two lectures and four laboratory hours per week.*

312—Igneous and Metamorphic Petrology. 3. The origin, evolution, and description of the several groups of igneous and metamorphic rocks; mineral composition, field occurrence, and texture; concepts of chemical reactions, stability and equilibrium, and mechanical diffusions and associations of matter between the various subsurface media. *Two lectures and two laboratory hours per week.*

428—Economic Geology. 3. The principles and processes of the formation of mineral deposits and their relationship to methods of economic exploration of metallic and non-metallic mineral concentrations. *Two lectures and two laboratory hours per week.*

GERMAN See Foreign Languages.

GREEK See Classics.

History

Professors Burrows, Chairman, J. Moore, and Newlin, Emeritus
Associate Professors Hood and Lockard
Assistant Professors Cooley and Stoesen

The History Department offers the student a major program built on basic knowledge of the historical method, broad exposure to several fields of history, and detailed study of a smaller segment of history. This program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. The variety of course offerings in the department enables majors in other fields to select courses related to their primary interests.

The Department of History will accept the following courses as meeting the college requirement of three semester hours of history under Curriculum I: History 113, 114, 221, 222, or 301. Other courses may be accepted with special permission of the department: for example, History 223, 224, 225, 226, or 441.

A major in history consists of thirty hours, including 113-114, 221-222, and at least nine hours of courses on the 400 level. A history major will select History 302, 335, or 336 as one of his non-Western electives. Recommended related fields are: classics, economics, English, philosophy, political science, religion, sociology. Capable students will be encouraged in the senior year to enroll in History 470 and History 460 or 490, pursuing directed or independent study and writing an original and significant thesis. An average of 2.5 in the major field, plus senior standing, is prerequisite for admission to History 490. An oral comprehensive examination is required of all history majors.

Students majoring in history desiring to be certified to teach social studies in North Carolina must meet requirements stated above. In addition, they must take a minimum of twenty-one (preferably twenty-four) hours from among the courses listed below, with at least six hours in three different disciplines: Anthropology-Sociology 315 and 392; Economics 221-222; Geography 113, 114; Political Science 101, 102, 201; Sociology 200, 220, 224, 250, 365. They must take the education requirements for a secondary school certificate and must complete the requirements for Curriculum I, with at least three hours in mathematics.

Curriculum II is designed for the mature student capable of independent study. Under this curriculum, formal course requirements after the sophomore year are abandoned. It is expected of the history major, however, that if he elects History 113-114 in the sophomore year, his directed study in the junior year will relate to some area of American history; if he elects History 221-222 in the sophomore year, his directed study will relate to some area of European history. He will also elect for three of his required hours in non-Western studies History 302, 335 or 336. Oral and written examinations plus a monograph will be required in the field of his directed study in the junior year. Independent study is continued in the senior year, in specialized areas to be chosen by the student in consultation with his adviser. A senior thesis will be prepared, and comprehensive oral and written examinations will be required.

HISTORY

113—Modern Europe to 1815. 3. Major developments in European history from 1500 to 1815: the Renaissance and Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. *May fulfill history requirement.*

114—Modern Europe Since 1815. 3. Europe from 1815 to the present: the consolidation of large nation states, imperialism, the world wars, and the problems of democracy and dictatorship. *May fulfill history requirement.*

221—The United States to 1877. 3. The origin and growth of the United States from colonial times to 1877. *May fulfill history requirement.*

222—The United States Since 1877. 3. Social, political, constitutional, and economic developments since 1877. *History 221-222 recommended as a background for all other courses in American history. May fulfill history requirement.*

223—England to 1660. 3. England during its formative period; legal and constitutional development.

224—England Since 1660. 3. England during its imperial and industrial growth; Great Britain's enduring influence on the world.

225—The Cultural History of Latin America. 3. Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation: resources, social institutions, liabilities, and current problems. *With the permission of the Department of Sociology, may carry credit in sociology.*

226—The Politics and Government of Latin America. 3. Political regimes and behavior in Latin America, with emphasis on the twentieth century: structure and functions of political power, the processes of government, the relationship of politics and government to other parts of the socio-cultural system; comparison of Latin American governments with others, especially that of the United States. *Prerequisite: History 225 recommended.*

234—North Carolina History. 3. North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

250—Southern Regions (Sociology 250). 3. An investigation of the physical and human resources, inherent capacity, history and culture of the southern regions of the United States. *Offered 1968-69 and alternate years.*

301—Western Civilization. 3. A clarification of definitions and historical concepts; an attempt to develop an appreciation of the historical aspect of modern western civilization; the salient features of the rise of Western Civilization. *May fulfill history requirement.*

302—Non-Western Civilization. 3. History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; the common problems faced

in the twentieth century by peoples of many different historical backgrounds. *Prerequisite: History 301 or 113-114. Acceptable as a non-Western studies elective.*

311—Russia to 1861. 3. Russia from its beginnings to the emancipation of the serfs in 1861, Kievan Russia, Muscovite Russia, the rise of the autocracy, the peasant problem, and the revolutionary movement. *Offered 1969-70 and alternate years.*

312—Russia and the Soviet Union. 3. Russia from 1861 to the present: the political, economic, and social problems of the nineteenth century and their role in the 1917 revolution; Soviet Russia, its internal development and role as a world power. *Offered 1969-70 and alternate years.*

331—American Thought and Culture. 3. Survey of major trends and characteristics of American culture. *Prerequisite: History 221-222. Offered 1968-69 and alternate years.*

335—The Far East to 1800. 3. History of China, Japan, and Korea; the cultural development of each from earliest times to the nineteenth century. *Offered 1968-69 and alternate years. Acceptable as a non-Western studies elective.*

336—The Far East Since 1800. 3. The impact of the West on China, Japan, and Korea, the effect on each and the reaction of each; China and Korea since 1800; Japan since 1867. *Prerequisite: History 335 recommended. Offered 1968-69 and alternate years. Acceptable as a non-Western studies elective.*

411—Greek History (Classics 411). 3. Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century. *Offered 1968-69 and alternate years.*

412—Roman History (Classics 412). 3. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. *Offered 1968-69 and alternate years.*

441—United States Diplomatic History (Political Science 441). 3. Major trends in American diplomatic history from the Revolution to the present; economic, social, and political forces that have influenced foreign policy. *Prerequisite: History 221-222.*

442—Seminar in American Foreign Policy (Political Science 442). 3. Selected problems in American foreign policy; the processes of foreign policy making. *Prerequisites: Political Science 201, History 441, or departmental approval.*

443—The Age of the Renaissance. 3. Late Medieval and Renaissance Europe: literary, artistic, ecclesiastical, and scientific developments. *Offered 1969-70 and alternate years.*

444—16th and 17th Century Europe. 3. The Reformation, the Counter-Reformation, the rise and decline of the Spanish Empire, the Thirty-Years War, and the supremacy of France under Louis XIV. *Offered 1969-70 and alternate years.*

445—Recent European History. 3. Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context. *Prerequisite: History 113-114. Offered 1969-70 and alternate years.*

446—Recent United States History. 3. Political, social, economic, and intellectual aspects of American history from 1912 through the New Deal. *Prerequisite: History 221-222.*

448—The French Revolution and Napoleon. 3. French history from 1789 to 1815; consideration of France under the Old Regime. *Prerequisite: History 113-114. Offered 1969-70 and alternate years.*

460—Historical Research. 3. Independent research or directed study (involving weekly meetings with a departmental adviser); oral or written examination.

470—Senior Thesis. 3. Research and writing of a scholarly monograph.

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

ITALIAN See Foreign Languages.

LATIN See Classics

Management

Voehringer Professor Courtney, Chairman
Associate Professor Caudill
Instructor Grubbs

The objective of the Department of Management is to promote an understanding of the principles and methodology which govern organizations and administration as well as an awareness of the problems and the larger relationships of the organization to the economy as a whole. To meet the exacting demands of tomorrow's environment, the individual requires not only a high degree of professional competence in the technical aspects of management, but also a broad grasp of economic, social, human, cultural, and political values. The Management Department, therefore, while operating within the framework of a specialized discipline, has as its foundation the entire liberal arts program of Guilford College.

The major program requires a minimum of thirty hours in Management and twenty-four credit hours in approved related fields. The department offers three areas of concentration: accounting, management, and managerial economics.

In the area of accounting, the prerequisites are Mathematics 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 213, 225-226, 227, 325-326, 327, 336, and 428-429. Management 234, Sociology 348 and Psychology 332 are approved as related courses.

In the area of management, the prerequisites are Mathematics 105 and 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 225-226, 227, 234, 331, 335, 336, 410, 420, 424. Economics 321-322, Sociology 348 and Psychology 332 are approved as related courses.

In the area of managerial economics, the prerequisites are Mathematics 105 and 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 225-226, 234, 331, 335, 336, 410, 420, 424, and 425. Approved related courses are those listed above for management area.

MANAGEMENT

213—Business Law I. 3. The main principles of law which govern the daily conduct of business; contracts, agency, and negotiable instruments.

214—Business Law II. 3. The principles of law which govern partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts. *Prerequisite: Management 213.*

225—Elements of Accounting I. 3. Methods of modern accounting practice; theory of accounting as a management information system, study of the accounting cycle and presentation of financial statements; methods and practices applicable to formal organizations.

226—Elements of Accounting II. 3. Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. *Prerequisite: Management 225.*

227—Accounting Theory. 3. A critical examination and analysis of accounting principles; determination of cost and income, valuation and statement presentation; current problems presented in accounting literature and business cases. *Prerequisite: Management 225-226.*

234—Statistical Methods. 3. An introduction to the concepts and methods used in quantitative business and economic analysis. *Prerequisite: Mathematics 115. Not open to freshmen.*

325—Intermediate Accounting. 3. An analysis of accounting records and closing procedures, with emphasis on the corporation; application of accounting principles of income determination and valuation of assets, liability, and net

worth accounts; financial statement presentation, analysis of working capital, and the statement of application of funds. *Prerequisite: Management 225-226.*

326—Advanced Accounting. 3. Partnership formation, dissolution and liquidation; receivers' accounts, estates and trusts, the accounting applications of compound interest and annuities, home office and branch accounting, and parent and subsidiary accounting; preparation and interpretation of consolidated balance sheets and profit and loss statements. *Prerequisite: Management 325.*

327—Cost Accounting. 3. A study of cost systems, including job orders, process and standard costs; quantitative analytical as well as quantitative descriptive approaches; laboratory work in each area. *Prerequisite: Management 225-226.*

331—Money and Banking and Monetary Theory (Economics 331). 3. The nature and economic significance of money and monetary standards; the stock of money and levels of national income and prices; the United States banking system and the international monetary system; recent developments in monetary theory and policy. *Prerequisite: Economics 221-222; 321 recommended.*

335—Organization and Management. 3. Theory, principles, practices and problems involved in organizing and managing any formal organization: business, government, institutional; a conceptual, methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. *Prerequisite: Management 225; 226 recommended.*

336—Financial Management. 3. Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources; the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments and capital budgeting. *Prerequisite: Economics 221-222 and Management 226.*

410—Investments. 3. Principles and problems of investments, types of risk, timing, selection, institutional factors; basic determinants of investment values as applied to specific groups and companies. *Prerequisite: Management 335 and 336.*

420—Computer Science. 3. Principles of computer operation, structure, programming, application of computer techniques to accounting and business problems; study of auxiliary equipment for electronic data processing. *Prerequisite: Senior standing or departmental approval.*

424—Marketing Management. 3. Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. *Prerequisite: Senior standing or departmental approval.*

425—Managerial Economics. 3. The application of economic analysis to the formulation and solving of management problems and the determination of business policy. *Prerequisite: Senior standing or departmental approval.*

428—Auditing. 3. Auditing theory and practice; the responsibilities and work of the auditor in his examination of financial statements; systems of internal control, accounting procedures, and accounting records and other supporting evidence; generally accepted accounting principles and auditing procedures established by the American Institute of Certified Public Accountants. *Prerequisite: Management 325 and 326.*

429—Federal Taxation. 3. A detailed study of the Federal Income Tax law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships and corporations. *Prerequisite: Senior standing or departmental approval.*

450—C.P.A. Problems. 3. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations; opportunity for review and preparation for the C.P.A. examination; instruction conducted on an accelerated basis and completed prior to the C.P.A. examination given in November. *Prerequisite: All required courses in accounting and related subjects. Acceptable as an elective for majors specializing in accounting; suggested for all students who plan to take the Certified Public Accountant's Examination.*

470—Senior Thesis. 1-3. Individual experience in the research techniques of management; writing of a professional paper. *By departmental approval.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

Mathematics

Associate Professor Boyd, Chairman
Assistant Professors I. Morell, Reynolds, and Walker
Instructor Parker

The aims and purposes of the courses offered in the Department of Mathematics are to prepare the student majoring in mathematics to enter graduate school, teach mathematics in the secondary school, enter business or industry as an applied mathematician, or to promote a feeling for and an interest in mathematics for its own sake.

A major in mathematics consists of Mathematics 121, 122, 211, and 212, together with eighteen hours selected from courses numbered above Mathematics 212. A thesis or, at the discretion of the department, an oral or written comprehensive examination is required during the second semester of the senior year.

To qualify for Curriculum II, a student must have permission from the department and must have passed Mathematics 121, 122, 211, 212,

221, 222 with an A in the majority of these courses. Each participant will study in each of the four basic fields of mathematics (algebra, analysis, geometry and topology), with a concentration in two fields.

To obtain an elementary school certificate, Mathematics 103-104 is required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take three hours of mathematics; this requirement may be met with Mathematics 105, 115, or 121.

The IBM 1620 digital computer used for instruction in Mathematics 331-332 is available for faculty and institutional research.

MATHEMATICS

103-104—Mathematics for Elementary School Teachers. 3, 3. Introduction of the real number system and basic concepts of algebra and informal geometry.

105—Finite Mathematics. 3. Introduction to logic, set theory, permutations, combinations, and probability.

115—Elementary Functions. 3. An elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites.

121-122—Calculus. 3, 3. Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions.

211—Calculus. 3. Series, partial differentiation, multiple integration, and vector analysis.

212—Differential Equations. 3. Methods of solution of first-order differential equations, linear differential equations, and numerical methods.

221-222—Foundations of Mathematics. 3, 3. An axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.

311-312—Survey of Geometry. 3, 3. An introduction to modern geometry, with emphasis on non-Euclidean geometries.

321-322—Abstract Algebra. 3, 3. Introduction to the following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

331—Digital Computers. 3. Components of computers, areas of application, programming, and problem solving. *Downtown Campus only.*

332—Numerical Analysis. 3. Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations and numerical solutions of ordinary differential equations. *Prerequisite: Mathematics 212. Downtown Campus only.*

341-342—Statistics and Probability. 3, 3. Fundamentals of the analysis and interpretation of statistical data. *Prerequisite: Mathematics 122. Downtown Campus only.*

411-412—Analysis. 3, 3. A rigorous study of functions, limits, sequences, differentiation, and integration.

431-432—Operations Research. 3, 3. Probability, sampling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming. *Downtown Campus only.*

MATHEMATICS SEMINARS

Each of the following seminars may be repeated for credit with the approval of the department provided the content is different. *Offered either semester upon sufficient demand.*

461—Seminar in Algebra. *Credit to be determined.*

462—Seminar in Analysis. *Credit to be determined.*

463—Seminar in Geometry. *Credit to be determined.*

464—Seminar in Topology. *Credit to be determined.*

470—Thesis. Writing of a paper according to the format used by the American Mathematical Society. *Credit to be determined.*

490—Departmental Honors. Independent or directed research in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*





Music

Assistant Professor Cook, Acting Chairman
Instructor Moen

The Department of Music offers courses leading to the Bachelor of Arts degree for students who wish to emphasize music in a program of liberal arts study. This degree may be earned with major concentration in piano, voice, orchestral instruments, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for elementary and high school teachers. In addition to the standard entrance requirements, candidates for the B.A. degree in music must give sufficient evidence of musical aptitude to make the course profitable. For more specific requirements see the applied music sections.

Majors in applied music, music history, and music theory must take Music 121-122, 123-124, 125-126 in the first year; Music 221-222, 223-224, 225-226 in the second; Music 321-322 in the third; Music 411-412, 421-422 in the fourth year.

Music education majors must take Music 121-122, 123-124, 125-126 in the first year; Music 221-222, 223-224, 225-226, 335-336 in the second; Music 321-322, 337-338, 340 in the third, Music 411-412, 421-422 in the fourth year. Majors in orchestral or band instruments may substitute Music 423 for 322. Credits earned and standards achieved must conform to the requirements of the North Carolina State Department of Public Instruction.

All majors not presenting piano as their major applied instrument must pass the piano comprehensive examination. In addition, they must participate for three years in some kind of ensemble, with or without credit. They are also required to attend all music recitals and concerts sponsored by the department or the college.

In addition to its major program, the department offers courses of a cultural nature designed to satisfy the fine arts requirement. Most music courses are available as electives or related courses where approved. Any student of the college may take instruction without prerequisite in voice or in any instrument except organ, for which the student needs adequate proficiency on the piano.

MUSIC

111—Music Appreciation. 3. A survey of the literature of music designed to give the student a deeper understanding of the value of music in everyday life. *Two lectures and one laboratory hour per week.*

121-122—Materials and Structure of Music. 2, 2. Thorough training in the melodic, harmonic, and rhythmic elements of music through the study of music produced in the Western world; scales, triads, seventh chords and their inversions, non-chordal tones, modulation, modal scales, and transpositions; four part writing, arranging, harmonization of melodies, musical form, basic orchestration, counterpoint, conducting, and creative writing.

123-124—Sight Singing and Dictation. 1, 1. Concentrated study in the techniques and principles of sight-singing and aural musicianship. *Correlated with Music 121-122.*

125-126—Keyboard Harmony. 1, 1. Concentrated study of keyboard harmonic techniques. *Correlated with Music 121-122.*

211—Music and the Cultural Heritage (Fine Arts 211). 3. The role of music in relation to the social and cultural aspects of various periods of civilization; lectures, visiting speakers, group discussions, and demonstrations. *Acceptable as a fine arts elective.*

221-222—Advanced Materials and Structure of Music. 2, 2. A continuation of the materials presented in the first year progressing to the harmonic relationships of the nineteenth and twentieth centuries; creative and analytical assignments in the smaller harmonic and contrapuntal forms.

223-224—Advanced Sight Singing and Dictation. 1, 1. Concentrated study in the advanced techniques and principles of sight-singing and aural musicianship. *Correlated with Music 221-222.*

225-226—Advanced Keyboard Harmony. 1, 1. Concentrated study of advanced keyboard harmonic techniques. *Correlated with Music 221-222.*

311-312—Church Music and Hymnology. 3, 3. A survey of the history and literature of church music in general and hymnology in particular, designed to give religion majors, ministerial, and music students a deeper understanding and appreciation of the music of the church.

321-322—Counterpoint. 2, 2. A practical study of the medieval modes and the polyphony of the sixteenth century; an introduction to the smaller contrapuntal forms of the eighteenth century. *Prerequisite: Music 121-122. Offered 1969-70 and alternate years.*

325—Music Appreciation for the Elementary School Teacher. 3. The particular literature of music that is relevant to the present day classroom situation.

326—Music Fundamentals for the Elementary School Teacher (Education 326). 3. Fundamentals of basic music theory and their application to the piano and other classroom instruments; vocal sight-reading, materials and techniques used in singing, rhythmic and listening activities; melody writing, improvisation of simple piano accompaniments; the practical application of all these to classroom situations.

340—Conducting. 2. Group choral and instrumental techniques, open score reading, the principles of interpretation; development of conducting skills through live performances. *Offered 1969-70 and alternate years.*



381—Elementary School Music Methods. (Education 381). 3. Methods and materials used in elementary school music classes, concepts of the sequential development of music learning; systems of evaluation of pupil progress, formulation of criticisms; the role of the music specialist in relation to the homeroom teacher and the elementary school system.

382—High School Music Methods (Education 382). 3. Instrumental and choral methods and materials suitable for the secondary school, organization of ensembles; voice testing and assignment of parts, program planning; the role of the music specialist in relation to the high school system.

411-412—Music History. 3, 3. The history of music through analysis of musical styles and their correlation with social, political, and cultural influences of the various periods. *Acceptable as a fine arts elective.*

421-422—Analysis, Form, and Composition. 2, 2. Creative assignments leading to a deeper understanding of the structural elements of homophonic and polyphonic forms of music. *Offered 1968-69 and alternate years.*

423-424—Orchestration. 2, 2. A concentrated study of instrumental writing and arranging. *Prerequisite: Music 221-222. Offered on demand.*

470—Graduation Recital. 2. Preparation and performance of a complete, well-balanced senior recital. *Required of all applied music majors.*

APPLIED MUSIC COURSES

Any student of the college may take instruction without prerequisite in voice or in any instrument except organ, for which the student needs adequate proficiency on the piano. Majors are available in piano, voice, organ or instruments. One semester hour of applied music credit is earned by taking one, half-hour lesson or its equivalent with a minimum of five hours of practice each week. Two semester hours are earned by taking two half-hour lessons or their equivalent with a minimum of ten hours of practice each week.

Credit for work in applied music is granted only after an examination conducted by a panel of the music faculty. It is understood that the prescribed standard of difficulty must be attained before credit is given. The statement of standards to be attained each semester in the courses in applied music may be obtained from the major professor.

Fees are charged for classes in applied music, for private instruction, for use of the practice rooms, and for rental of orchestral instruments. See Chapter IV.

PIANO MAJOR

To enter the four-year course as a piano major, the student should be grounded in reliable technique and should be able to read at sight compositions of medium difficulty. He should be able to play major and minor scales and arpeggios in octave position at a moderately rapid tempo. He should have acquired systematic methods of practice and should have studied some of the standard etudes, such as Czerny, *Opus 229, Book I;* Heller, *Opus 46* or *47;* Bach, *Little Preludes* and some of the *Two Part Inventions;* compositions corresponding in difficulty to Mozart, *Sonata in C major* (K. 545) or *Sonata in F major* (K. 547a); or Beethoven, *Sonata in G major, Opus 49, No. 1* and other such works.

Piano majors are required to earn sixteen semester hours of credit in piano during the four-year course. It is recommended that the student select voice or a second instrument as a minor in applied music. Membership in an ensemble is required at the discretion of the instructor.

PIANO

131-132, 231-232, 331-332, 431-432—Piano. 1 or 2. Groups limited to six meeting for a minimum of one hour of weekly instruction and in sub-groups of two for another hour; preparation of a recital program consisting of classic, romantic, and modern compositions.

133-134, 233-234, 333-334—Piano Class. 1 or 2. Groups limited to twelve meeting for two hours weekly; instruction useful for majors in music education with a major in applied music other than piano.

Private Instruction. 1 or 2. Individual instruction for piano credit to be taken at any college of the consortium. *By departmental approval.*

433-434—Piano Methods. 2, 2. A thorough investigation of teaching methods and materials for future teachers.

VOICE MAJOR

To enter the four-year degree course as a voice major, the student should be able to sing standard songs and simple classics with good diction, on pitch, and with proper phrasing. He should also be able to read at sight simple songs and should have acquired a knowledge of the fundamentals of music. Some knowledge of piano is highly recommended.

Voice majors are required to earn fifteen semester hours of credit in voice during the four-year course. They must also pass the comprehensive examination in piano, a copy of which may be obtained from the piano instructor. Membership in the choir is required.

VOICE

141-142, 241-242, 341-342, 441-442—Voice. 1 or 2. Vocal instruction culminating in a recital program of classic, romantic, and modern compositions.

143-144, 243-244, 343-344—Voice Class. 1 or 2. Vocal instruction useful for majors in musical education with a major in applied music other than voice.

Private Instruction. 1 or 2. Individual instruction for voice credit to be taken at any college of the consortium. *By departmental approval.*

443-444—Voice Methods. 2, 2. A thorough investigation of teaching methods and materials for future teachers.

Choir. 1, 1. Membership and public performance in the A Cappella Choir; acquisition of a repertoire of choral music; development of musical taste. *Open to all students with or without credit.*

ORGAN MAJOR

To enter the four-year degree course as an organ major the student should have completed sufficient piano study to enable him to play Bach, *two part inventions,* easier Mozart, Haydn and Beethoven *sonatas,* and compositions of comparable difficulty.

Organ majors are required to earn fifteen semester hours of credit in organ during the four-year course. They are required to take and continue the study of the piano until the Piano 232 standard is attained. A minimum of one year of voice is required and membership in the choir is essential.

ORGAN

Private Instruction. 1 or 2. *Open to all qualified students with or without credit.*

ORCHESTRAL OR BAND INSTRUMENTAL MAJOR

To enter the four-year degree course as an instrumental major the student should have an elementary knowledge of the piano. He should have acquired elementary technique of his instrument and should play solos of moderate difficulty with good musical quality.

An orchestral or band instrumental major must earn fifteen hours of credit in his major instrumental study and complete Music 423. He must also be a member of an instrumental ensemble for three years, and pass the piano comprehensive examination.

INSTRUMENTS

Private Instruction. 1 or 2. Individual instruction for instrumental credit to be taken at any college of the consortium. *By departmental approval.*

335—String Methods Class. 1.

336—Woodwind Methods Class. 1.

337—Brass Methods Class. 1.

338—Percussion Methods Class. 1.

Ensemble. 1. Ensemble work in orchestra, band, brass ensemble, or woodwind ensemble. *Prerequisite: adequate proficiency.*

Class Instruction in Orchestral or Band Instruments. 1 or 2. *On demand.*

Natural Science

Assistant Professors Clarke, Fulcher, Harvey, Ingraham, and Ward
Instructor Kelly

The courses under the designation of Natural Science are specifically for non-science majors. They are designed to broaden the student's appreciation and understanding of both the physical and the biological worlds. To meet the basic requirement in natural science, each student is required to select one course from this group: Natural Science 105, 106, 107, Geology 221 or 222, Biology 113, Chemistry 111, or Physics 111. The particular course chosen from this group should reflect the student's background and interest. Additional courses may be taken as electives or as part of an approved related field.

NATURAL SCIENCE

105—Concepts of Geology (Geology 105). 3. An introduction to the investigation of earth materials, earth forces, and earth history; basic ideas and the role of the scientific method in physical and historical geology. *Two lectures and two laboratory hours per week.*

106—Concepts of Historical Geology (Geology 106). 3. An introduction to historical geology; stratigraphy and paleontology; biological principles as related to geology.

107—Concepts of Astronomy. 3. Basic concepts which the astronomer uses in understanding the spatial arrangement and motions of the heavenly bodies, their physical and chemical nature, the processes which go on in them, the evolution of systems, and the expansion of the universe. *Two lectures and two laboratory hours per week.*

306—Science for Elementary School Teachers. 3. The teaching of science in the elementary grades. *Required for elementary school certification.*

Philosophy

Professors Feagins, Chairman, Hobbs, and Kent
Assistant Professors Millholland and Redding
Instructor Sabre

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: those interested in gaining a broad yet integrated appreciation and understanding of human culture; those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps, their major subject (e.g., the sciences, religion, education, languages, the arts); and those desiring to major in philosophy, whether or not planning to pursue graduate work in the field.

To meet the college philosophy requirement students not majoring in philosophy may elect any three-hour course in philosophy except Philosophy 190, 226, and those courses having prerequisites which they cannot satisfy.

A Curriculum I major in philosophy consists of thirty hours and normally includes the following courses: 190 and 292; 301-302 and 362; any two of 211, 221, 336, 391; any two of 341, 342, 395, 396; and 450. In addition, eighteen hours are required in two fields approved by the major adviser as significantly related to the individual student's special approach to or interest within the field of philosophy.

A Curriculum II major in philosophy consists of nine hours of formal courses of study in philosophy elected from among Philosophy 190, Philosophy 211, Philosophy 221, and Philosophy 292, during the sophomore year. During the junior year, the student will select either

Philosophy 395 or Philosophy 396 as a non-Western studies elective, and undertake individual directed study in philosophy and in one related field culminating in oral and written examinations in the former and, when appropriate, field papers in the latter. During the senior year, he will undertake individual independent study in philosophy and directed study in a second related field culminating in oral and written examinations and a senior thesis in the former. During the junior and senior years the programs of individual study must be approved by the department and must be such as to insure the student's appropriate competence in logic, history of philosophy, ethics, and one of the following: philosophy of art, political philosophy, philosophy of religion, philosophy of science, metaphysics and epistemology.

PHILOSOPHY

190—Introductory Logic. 3. The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences; transition from classical Aristotelian formulation of these foundations to that of modern symbolic logic; elementary modern logic.

200—Introduction to Philosophy. 3. Major philosophical problems, methods and positions, as set forth in selected works by such philosophical thinkers as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre.

211—Ethics. 3. Chief theories of the nature and principles of moral living, with regard to both the ends sought by man and the obligations claiming his commitment and performance.

221—Philosophy of Religion (Religion 221). 3. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. *Offered 1969-70 and alternate years.*

226—Philosophy of Pacifism and Conscientious Objection. 3. The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. *Does not count toward a major in philosophy. Offered 1968-69 and alternate years on demand.*

292—Intermediate Logic. 3. Logic as a formal deductive system: its methods, foundations, philosophical implications and practical applications, including such topics as natural deduction, normal forms and axiomatics. *Prerequisite: Philosophy 190 or departmental approval.*

301—Ancient and Medieval Western Philosophy. 3. The historical development of philosophical thought in Western civilization in terms of main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through medieval Scholasticism.

302—Modern Western Philosophy. 3. The historical development of philosophical thought in Western civilization in terms of main periods and chief thinkers, beginning with late medieval thought and continuing through mid-nineteenth-century thought. *Prerequisite: Philosophy 301 or departmental approval.*

336—Philosophy of Art. 3. The character of the aesthetic experience, the nature of the aesthetic object, the differentia of the arts, the nature of aesthetic creativity, the problem of standards of taste, the relation of the artist to the community. *Offered 1969-70 and alternate years.*

341—Philosophy in Canada and the United States. 3. The historical development of philosophical thought in Canada and the United States from its colonial antecedents up to its contemporary forms. *Prerequisite: Philosophy 301-302 or departmental approval. Offered 1970-71 and alternate years.*

342—Philosophy in Latin America and South America. 3. The historical development of philosophical thought in Latin America and South America from its colonial antecedents up to its contemporary forms. *Prerequisite: Philosophy 301-302 or departmental approval. Offered 1970-71 and alternate years.*

362—Contemporary Western Philosophy. 3. The main movements in philosophical thought from the mid-nineteenth century to the present: idealist, materialist, realist, pragmatist, positivist, analytic, phenomenological, existentialist, etc. *Prerequisite: Philosophy 301-302 or departmental approval.*

391—Philosophy of Science. 3. Fundamental assumptions, methods, concepts, problems and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge. *Prerequisite: departmental approval. Offered 1968-69 and alternate years on demand.*

395—Eastern Philosophy: India. 3. The chief varieties and major developments of philosophy in Indian Hinduism. *Acceptable as a non-Western studies elective.*

396—Eastern Philosophy: China and Japan. 3. The chief varieties and major developments of philosophy in China and Japan: Buddhism, Taoism, Confucianism, etc. *Prerequisite: Philosophy 395 or departmental approval. Acceptable as a non-Western studies elective.*

450—Special Studies in Philosophy. 3. Content determined by the needs and interests of students and staff: intensive study of a single major philosopher; or intensive study of one major trend or movement in either a given area or a given school of thought; or intensive study of specific problems or issues of contemporary concern. *Prerequisite: departmental approval. Counts toward a major in philosophy once only; may be taken more than once as an elective.*

460—Independent Study. 3. Individual formulation and completion of a significant program of study in the field of philosophy.

470—Senior Thesis. 3. Individual study culminating in a thesis of superior quality.

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner.

Physical Education

Associate Professor Maynard, Chairman
Assistant Professors J. Clark, Lambeth, Lord, C. Steele, and J. Steele
Instructors Jensen and W. Johnson

The Department of Physical Education administers a program of required physical education, consisting of conditioning activities, varied team and individual sports, and special corrective instruction adapted to individual students with physical problems. In addition it offers an intramural sports program allowing all students to participate and specialize in varied individual and team sports which will be of lifelong benefit.

A professional curriculum program offers the necessary training for those interested in the fields of health, physical education, recreation, and athletic coaching. Students desiring to elect a major in health and physical education and to satisfy the state requirements for a teaching certificate will be required to pass Biology 113, 114 in the sophomore year and Biology 441, 442 in the junior year with a minimum grade of C. They must also take a minimum of thirty hours in Physical Education as follows: 117, 224, 225, 226, 227, 330, 334, 335, 336, 337, and 445 in the senior year.

All women students majoring in physical education will take the same subjects with two exceptions: they will substitute 449 for 337 and 450 for 334.

Physical Education Activity

Rules, skills, strategy, history, and terminology of the following activities: tennis, golf, tumbling and trampoline, wrestling and gymnastics, weight-lifting and isometrics, volleyball, softball, body mechanics, correctives, individual and team sports, rhythms. (All students are required to provide themselves with gym shoes and gym uniforms.)

Required of freshmen, sophomores, and transfer students who have not complied with this requirement. Not more than four hours of required physical education may be counted toward hours for graduation.

PHYSICAL EDUCATION

117—Personal and Community Hygiene. 3. The systems of the body; development of hygienic attitudes; health as related to the whole community.

224—First Aid and Safety. 2. First aid and practical application in accident prevention.

225—Principles of Physical Education. 3. A general introductory course; orientation of health, recreation, and physical education in relation to general education.

226—Organization and Administration. 3. Problems and procedures in health and physical education and the administration of an interscholastic athletic program.

227—Rhythms, Dance, and Recreational Games. 2. Methods and materials in rhythms, dance, and recreational games for the public schools; folk, social, and modern dance.

330—Individual Physical Skills. 2. Methods and materials in tumbling, gymnastics, aquatics, track and field.

334—Team Sports for Men. 4. Methods and materials in touch-football, football, volleyball, basketball, softball, baseball, speedball, soccer, and low group sports.

335—Individual Physical Education. 3. The physically atypical child; development of programs of activities for his physical, social, and psychological development. *Offered 1968-69 and alternate years.*

336—Evaluation and Measurements. 3. Tests for measuring various phases of a health and physical education program. *Offered 1968-69 and alternate years.*

337—Individual Sports for Men. 2. Methods and materials in tennis, badminton, archery, golf, weight training, and wrestling.

345—Health in the Elementary Schools (Education 345). 2. Concepts of health, qualifications of health education leaders, age level characteristics, scope of health education, school environment, health service in the school, related health agencies, health instruction, testing outcomes in health education.

346—Physical Education in the Elementary Schools (Education 346). 2. An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment.

384—Methods in Health and Physical Education (Education 384). 3. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

445—Kinesiology. 3. Body mechanics; structure and function of the human muscular systems especially as related to sports and activities. *Offered 1968-69 and alternate years.*

449—Team Sports for Women. 3. Methods and materials in speedball, soccer, volleyball, basketball, softball, and low group sports.

450—Individual Sports for Women. 3. Methods and materials in golf, tennis, badminton, archery, and a series of recreational sports.

Principles of Riding and Horsemanship. By arrangement with nearby Frank Gombalay stables, facilities are available for those interested in perfecting their equestrian skills in riding, hunting, and showing. Non-credit classes in beginning, intermediate, and advanced riding and jumping are offered. For further information, write the Admissions Office.

Physics

Professor Purdom, Chairman, and Dana Professor Emeritus
Instructor Raiford

Instruction in physics is designed to provide the student with a detailed knowledge of analytical theory and a wide range of phenomena, and to give him an appreciation of the methods of experimental inquiry.

The courses in this department are planned to meet the needs of students who plan to enter graduate school immediately or who need physics as preparation for work in related fields; those preparing to teach physics on the secondary school level; and those planning to enter industrial service as technical physicists.

A minimum of thirty semester hours in physics is recommended for a major, and at least twelve semester hours in mathematics, starting with calculus, is required of all physics majors. Chemistry 220-Nuclear Chemistry and Radioactivity carries full credit towards a physics major.

PHYSICS

111-112—General Physics. 4, 4. Principal phenomena of classical and modern physics; quantitative concepts; laboratory work designed to give practice in the manipulation of apparatus so as to secure precise measurements. *Three lectures and one laboratory period per week. Prerequisite: Mathematics 115 or the equivalent.*

221—Physical Optics. 4. Principles of wave optics, interference, diffraction, polarization; elements of spectroscopy and electromagnetic theory of light; optical techniques stressed in the laboratory. *Lectures and laboratory exercises each week.*

222—Mechanics. 3. Statics of a rigid body, dynamics of a particle, motion of a system of particles, harmonic oscillator, central force field motion, Lagrange and Hamilton equations.

331-332—Electricity and Magnetism. 3, 3. Principles of direct current and alternating current theory and circuits; electric and magnetic fields, inductance and capacitance, magnetic materials; development of Maxwell's equations and



their application to electromagnetic waves; vacuum tubes and transistors, amplifier circuits and oscillators, and operational characteristics of oscilloscopes. *Lectures and laboratory exercises each week.*

441—Modern Physics. 3. Properties of elementary particles, Rutherford scattering and nuclear model, mass spectroscopy, X-ray principles, Pauli exclusion principle, natural and induced radioactivity, nuclear cross sections, basic ideas of nuclear models.

442—Quantum Mechanics. 3. Wave-particle duality and the Davisson-Germer experiment; basic postulates, solutions to Schroedinger's equation, application to particles in a box, the square well, harmonic oscillator; barrier penetration, hydrogen atom eigenfunctions; superposition of states, the uncertainty principle.

443—Mathematical Methods of Theoretical Physics. 3. Differential equations, series solutions, partial differential equations, the Laplace transform, Fourier series, Bessel functions, and vector calculus including curl, gradient, divergence, and their physical significance.

444—Thermodynamics. 3. Transfer of heat, laws of thermodynamics, conservation of energy, thermodynamic potentials, kinetic theory of ideal gases.

449—Physics Seminar. *Credit to be determined.*

470—Senior Thesis. Individual experience in the research techniques of physics; writing of a professional paper. *Credit to be determined.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

Political Science

Professor Carroll, Chairman
Associate Professor Burris
Assistant Professor Grice
Instructor Sebo

Political science is the study of government and politics, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The program in political science is an integral part of the liberal arts program of the college and is designed to contribute to the student's understanding of the political behavior of man in his cultural, historical, and ideological setting. Requirements for a major in political science are sufficiently flexible to allow students to prepare themselves for graduate study in political science or the other social sciences.

Thirty semester hours are required for a major in the department, including Political Science 101, 102, 201, 332, and either 443, 444, or 445. Fifteen additional hours must be selected from the departmental offerings. During the senior year all majors must pass a written and oral comprehensive examination. Students preparing to enter graduate school must also complete Political Science 470, a program of independent study that culminates in a senior thesis. Students whose work in this program is of exceptionally high quality will be awarded departmental honors in political science at commencement. Able students who are not planning to pursue graduate studies are encouraged to participate in this program but are not required to do so.

With the approval of the department chairman and the Academic Dean, a limited number of departmental majors may complete their degrees under Curriculum II. Only students of exceptional ability and demonstrated talent for working independently will be given this option. Those students selected will enter Curriculum II at the beginning of their junior year and their programs will be tailored individually to suit their interest and future plans.

All majors (except those studying under Curriculum II) must take eighteen hours of related field courses. Normally these courses must be taken in the following fields: history, economics, psychology, sociology, philosophy, English, religion, and languages. With the approval of the major adviser, related field courses may be taken in other departments.

Majors seeking teacher certification in social studies must meet all departmental requirements with one exception: they take twenty-seven hours in political science instead of thirty. In addition, prospective teachers must take twenty-one hours in history, six hours in economics, six hours selected from sociology, anthropology, or geography, and twenty-three hours in education. Specific course requirements and options in these fields are listed under the appropriate departments. Normally, either Political Science 101, 102, or 201 is prerequisite for all courses in the department with the exception of those courses in the non-Western studies program. Any course in the department, however, may be taken without prerequisite with the approval of the instructor and the department chairman.

Political Science 101, 102, 201, and 223 are acceptable as social science electives.

POLITICAL SCIENCE

101—The American Political System. 3. The policy-making process in the United States; political culture, political ideologies, structure and function of both official and unofficial political institutions. *Acceptable as a social science elective.*

102—Political Systems of Western Europe. 3. A comparative analysis of the political systems of Great Britain, France, West Germany, Italy, and the Soviet Union; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. *Acceptable as a social science elective.*

201—Introduction to International Relations. 3. The principal problems of international relations in the contemporary world; major theoretical approaches to an understanding of these problems. *Acceptable as a social science elective.*

202—Politics of State and Local Government. 3. Government and politics in the American states; the federal system, the function of political parties and interest groups, and executive-legislative relations.

222—Comparative Political Parties and Interest Groups. 3. Party systems and interest groups in political systems; their function in the policy-making process of the Western democracies; the process of political modernization in the developing nations.

223—Law and Society (Economics 223). 3. The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. *Acceptable as a social science elective.*

300—Asian Political Thought. 3. Political thought of China, India and Japan: Confucianism, Buddhism, Taoism, Hinduism; nationalism and liberal democracy in Asia. *Acceptable as a non-Western studies elective.*

330—Politics of the Developing Areas. 3. The process of nation building; examination of the evolving political systems of new states; cultural traditions, economic problems, political patterns, governmental institutions, and international relations.

331—Government and Politics of Southeast Asia. 3. The structure of government and the dynamics of politics in Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, and the Philippines; post-war nationalistic movements.

332—Scope and Method of Political Science. 3. An examination of methodological problems in political science; behavioral techniques in political analysis.

335—Constitutional Law in the Political Process. 3. The role of courts and judges in the policy-making process; the evolution of legal doctrines in American constitutional law.

338—Seminar in International Politics. 3. International political conflict in the contemporary world; international politics as an output of the major historical trends of the twentieth century.

440—Government and Economic Policy (Economics 440). 3. The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control and regulation.

441—United States Diplomatic History (History 441). 3. Major trends in American diplomatic history from the Revolution to the present; economic, social, and political forces that have influenced American foreign policy.

442—Seminar in American Foreign Policy (History 442). 3. Selected problems in American foreign policy; the processes of foreign policy making.

443—Political Thought: Ancient and Medieval. 3. Major developments in political thought from Plato to the modern era; the classics as a foundation of modern political analysis.

444—Political Thought: Modern. 3. Leading political thinkers from the Reformation to the present; the relationship of their ideas to the politics of the times and to modern political analysis. *A reading course for majors offered on demand.*

445—American Political Thought. 3. An analysis of the ideological context of American government and politics; democratic theory.

450—Special Topics. 3. Exploration of an area or a particular problem of interest to students and faculty in political science but not included in regular departmental offerings.

460—Independent Research or Field Work. 3. Individual experience in the research techniques of political science, or in approved field work.

470—Independent Study and Senior Thesis. 6. Individual formulation and completion of a significant program of study leading to the writing of a professional paper.

Psychology

Dana Professor Aiken, Chairman
Professor F. Norton
Associate Professors Godard and Nunis
Instructors Schumacher and Williams
Lecturer C. Norton

The present program in psychology emphasizes the contribution psychology can make to a liberal education through stimulating intellectual development, personal growth and adjustment, respect for others, and the feeling of social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in such fundamental areas of investigation as motivation, perception, learning, personality, and social interaction. The student comes to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to eschew the simple explanation and recognize the role of multiple causation in the determination of human behavior. The student will be helped to see personality as the continuous development, organization, and readjustment of a bio-social organism in a physical universe with which it must come to terms. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity, decreased emotionality, and increased competence in dealing with others.

The major program consists of thirty hours of course work in psychology, including Psychology 200, 241, 301-302, 445 and 451. Psychology 232 and 441 are highly recommended, as are supporting courses in biology, sociology, mathematics, logic, and the philosophy of science.

Curriculum II students will be provided with individualized opportunities for independent study and research in accordance with each student's interests and needs. After completion of Psychology 200, 241, 301, and 302, the individualized program will be worked out jointly by the student and such faculty members as the student elects. For students interested in clinical or other applications of psychology, field experi-

ences will be arranged. Should the student wish to undertake original research, the department will offer assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

PSYCHOLOGY

200—General Psychology 3. An introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological measurement and behavior disorders. *Acceptable as a social science elective. Prerequisite for all other psychology courses.*

222—The Psychology of Childhood (Education 222). 3. The interdisciplinary approach to the study of childhood focusing upon the child as a whole and upon the setting in which he grows and develops. *Acceptable as a social science elective.*

226—The Psychology of Adolescence (Education 226). 3. Adolescence as a stage of development and as a way of life; the influence of family, peers, and the larger society; the development of self and the process of character formation; juvenile delinquency. *Acceptable as a social science elective.*

232—Personality. 3. The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. *Acceptable as a social science elective.*

241—Elements of Statistics (Biology 241). 3. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts; statistical methods in the biological and social sciences and in education.

301-302—Experimental Psychology. 3, 3. Methods, facts, and theories of experimental psychology, with emphasis on sensation and perception, motivation and learning; experience in designing and conducting experiments to test hypotheses concerning human and animal behavior. *Prerequisite or concurrently: Psychology 241.*

331—Educational Psychology (Education 331). 3. Theory and research on the process of human learning, emphasizing applications to education.

332—Personnel and Industrial Psychology. 3. Applications of psychology to problems of employee selection, adjustment, training, and the efficiency of performance in business and industry. *Prerequisite: Psychology 241.*

336—The Exceptional Child. 3. The psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed; observation of exceptional children in specialized educational settings.

340—Physiological Psychology. 3. A consideration of anatomical and physiological correlates of behavior. *Two lectures and one two-hour laboratory each week. Prerequisite: Psychology 301-302 and/or previous work in biology recommended.*

441—Theories of Personality. 3. The major theoretical attempts to explain human personality, based on relevant clinical and experimental data. *Prerequisite: Psychology 232.*

442—Abnormal Psychology. 3. Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu and learning in the development and amelioration of behavioral abnormality. *Prerequisite: Psychology 232.*

444—Tests and Measurements. 3. The construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales. *Prerequisite: Psychology 241.*

445—History and Contemporary Issues. 3. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. *Non-majors admitted by departmental approval.*

447—Social Psychology. 3. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. *Prerequisite: Psychology 232.*

451—Advanced General Psychology. 3. A survey of the field of psychology at an advanced level. *Prerequisite: Senior standing and eighteen hours in psychology. Required of all psychology majors except those exempted by special examination.*

460—Research Problems. 1-3. Intensive reading and research on a topic of interest to the student. *By departmental approval.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner. *Credit to be determined.*

Religion

Craven Professor Crownfield, Chairman
Professor J. F. Moore
Assistant Professors M. Keiser, Pipkin, and Stoneburner

The courses in the Religion Department are intended to give students some insight into the nature of religion and the history and content of the Judaeo-Christian tradition. Courses in contemporary theology offer opportunity for considering current issues relating to God, man, and the world.

The major program is designed to provide a foundation for further study in preparation for various forms of ministry and for teaching. Courses in religious education offered at Greensboro College are also available. A major consists of Religion 103, 105, 106, 202, 203, 221, 222, 232, 337, 338, 362, and 364, plus at least one of the following:

Religion 421, 422, 463, 464, or work in religious education. Appropriate related fields are English, history, music, philosophy, psychology, and sociology. In special cases other subjects may be acceptable. A senior comprehensive examination is required of all majors.

Students will normally select Religion 201 to fulfill the three-hour sophomore requirement. Students who have a special interest and the necessary background may substitute any other course with the consent of the instructor and their adviser. Religion 202 is acceptable as a non-Western studies elective in the junior year.

RELIGION

103—Orientation in Religion. 1. Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion. *Offered 1969-70 and alternate years.*

105—The Old Testament. 3. Introduction to the history, literature, and religious thought of the Old Testament.

106—The New Testament. 3. Introduction to the history, literature, and religious thought of the New Testament.

201—The Judaeo-Christian Tradition. 3. Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism; discussion of basic religious problems. *Fulfills religion requirement.*

202—Non-Western Religions. 3. Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. *Acceptable as a non-Western studies elective.*

203—Orientation in Religion. 1. Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion. *Offered 1968-69 and alternate years.*

210—Quakerism. 3. History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. *Offered on demand.*

221—Philosophy of Religion (Philosophy 221). 3. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. *Offered 1969-70 and alternate years.*

222—Contemporary Theology. 3. Current thinking about Christianity and its relevance to man and his world. *Offered 1968-69 and alternate years.*

226—Devotional Literature. 3. Classic expressions of Christian devotion and their contributions to an understanding of the nature and expression of worship. *Offered on demand.*

232—Christian Ethics. 3. Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. *Offered 1969-70 and alternate years.*

321-322—Christian Education. 3, 3. The concepts of Christian religious education and the forms and methods by which Christian faith is kindled and nourished. *Offered on demand.*

337-338—History of Christianity. 3, 3. Christian thought and institutions from their beginnings to the present day. *Offered 1968-69 and alternate years.*

362—Seminar. 1. Introduction to periodical literature in religion. *Offered 1968-69 and alternate years.*

364—Seminar. 1. Consideration of some special topic not covered in courses. *Offered 1969-70 and alternate years.*

421-422—Contemporary Religious Thought. 3, 3. Leaders and topics in contemporary theological and philosophical thought about religion. *Prerequisite: Religion 221-222. Offered on demand.*

463—Advanced Seminar in Old Testament. 3. A topic or topics selected from the Prophets, the Law, the Writings. *Prerequisite: Religion 105. Offered on demand.*

464—Advanced Seminar in New Testament. 3. A topic or topics selected from the following: the life and teaching of Jesus, the Pauline Epistles, the Johannine Writings, the General Epistles. *Prerequisite: Religion 106. Offered on demand.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GRADUATE STUDY IN RELIGION

Guilford College offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if they have needs which may be met by the program.

REQUIREMENTS FOR ADMISSION

Candidates for the degree must have the Bachelor of Arts or the equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree. Prospective students should take the Graduate Record Examination.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative, and a generally mature attitude. Requirements for a degree include the completion of thirty

semester hours of advanced study, the passing of a general oral and written examination, and a satisfactory thesis representing original research.

Students will be expected to be able to use in connection with their studies at least one of the following languages: Greek, Latin, French, or German; they must pass an examination in the chosen language before being admitted to candidacy for the degree.

At present, two three-hour courses or the equivalent are offered each semester, upon sufficient demand.

FEES

The cost is $36.00 per credit hour per semester plus a registration fee of $10.00. Limited scholarship help will be available, the amount being determined by academic standing and need.

RELIGION

511—Early Christianity. 3. The book of Acts, with especial attention to the interaction of Christianity and its environment.

512—New Testament Thought. 3. The unity and variety of thought on the chief topics treated by New Testament writers.

514—The Teaching of Paul. 3. The unique message of Paul and its relation to contemporary Jewish and Hellenistic religion.

521—Preaching: Principles and Practice. 3. Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

522—Preaching: Principles and Practice. 3. A continuation of Religion 521.

523—Quaker Leadership. 3. Comprehensive acquaintance with contemporary Quakerism and preparation for assuming responsible leadership within the Society of Friends.

524—Quaker Leadership. 3. A continuation of Religion 523.

531—Contemporary Theologians. 3. A seminar devoted to the study of selected theologians such as Barth, Brunner, Tillich, and Niebuhr.

532—Quaker Thought. 3. A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time; emphasis on a selected group each year.

541—Seminar in the Philosophy of Religion. 3.

542—Seminar in New Testament. 3.

543—Seminar in Contemporary Theology. 3.

545—Seminar in Old Testament. 3.

RUSSIAN See Foreign Languages.

Sociology and Anthropology

Professors Dinkel, Stafford, Chairman, and Zopf
Associate Professor C. Johnson
Assistant Professors Christenson and R. Johnson
Lecturers Gezon and Gottschall

Students seeking professional careers in law, religion, government service or politics, teaching, social work, group work or recreation, business, public relations, human relations, labor relations, or personnel work are invited to major or develop a related field with this department. A student is not seriously considered as a major, however, until he has completed ten hours, including Sociology 200 and 210, and passed satisfactorily Part I of the written and oral comprehensive, usually before beginning his junior year. Part II of the comprehensive must be passed at least one semester before the degree is expected.

A major in sociology and anthropology requires thirty semester hours including Sociology 200, 210, 339, 392, 440, and three seminars or approved equivalent. Considerable variety in choice of the remainder of the courses in the major and the related fields is possible. However, students working toward Bachelor of Science degrees must include Sociology 222, 318, and Psychology 241. Those planning careers or graduate study in social work should include Sociology 220, 224, 233, 235, 236, and 365. By written permission from the department chairman, certain related courses such as Latin American or Far Eastern culture histories may be counted toward the major. A substantial proportion of the major courses—usually at least eighteen hours, including seminars—must be taken at Guilford or from colleges in the consortium. Sociology majors must take at least one approved course in economics and one in political science as social science electives. The related field will almost always include Psychology 200, 241, and 447.

Special research projects, tutorial reading arrangements, and field work with social agencies may be arranged with departmental permission. The department will allow up to ten hours credit on field work, research, and thesis in approved cases, and encourages a semester's work with a social, governmental or other agency approved by the department. A semester or a summer of study abroad is also encouraged for qualified students.

In addition to the options allowed for advanced students through 460, 470, and 490, the department may permit freshman and sophomore students with special interest in any sociology course to register for one credit hour of independent study, designated by the course number plus *Y*. This may be taken simultaneously with or after the course. A student successful with one experience with independent study may be granted permission for two additional hours during the freshman and sophomore years and considered for a Curriculum II plan. Such plans will be individually tailored for students with very unusual backgrounds and abilities who are granted special departmental permission.

SOCIOLOGY

200—Principles of Sociology. 3. The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, socialization, and personality structure. *Acceptable as a social science elective.*

210—Interpretation of Data. 1. Laboratory experience in handling and interpreting common logical, semantic, and statistical data. *To be taken concurrently with or immediately following Sociology 200.*

Y—Independent Study. 1. Individual study undertaken in connection with a specific course in sociology. *To be taken concurrently with or immediately following the related course.*

215—Introductory Anthropology. 3. Human origins and the earlier stages of growth of important social institutions; invention and diffusion of cultural patterns; introductory paleontology, archaeology and linguistics. *Acceptable as a social science elective.*

220—Social Problems. 3. Major problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization. *Acceptable as a social science elective.*

221—Rural and Developmental Sociology. 3. The demography, ecology, and patterns of land-use, rural and folk cultures, and socio-economic development of the non-urban world, especially the underdeveloped nations. *Offered 1969-70 and alternate years.*

222—Urban Sociology. 3. Urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas. *Offered 1969-70 and alternate years.*

224—Marriage and the Family. 3. A cross-cultural study of courtship, marriage, and the family; the practical problems of marriage, parenthood, and the family in contemporary society. *Acceptable as a social science elective.*



233—Crime and Delinquency. 3. The nature and causes of crime, crime statistics, an analysis of theory and methods of reformation, treatment and prevention.

235—Introduction to Social Work. 3. A developmental history and description of public and private social agencies, case work and group work processes.

236—Community and Community Organization. 3. Community and problems of community organization in urban settings; planning, financing, publicizing, organizing and coordinating public, quasi-public, and private agency services for the community; recent civil rights, poverty, and involvement programs.

250—Southern Regions (History 250). 3. The physical and human resources, inherent capacity, history, culture and recent change of the southeastern region of the United States. *Offered 1970-71 and alternate years.*

305—Social Structure and Social Change and Dynamics. 3. Social differentiation, stratification, social systems; dynamics and processes of change; comparison of structure-function and conflict emphases. *Offered 1969-70 and alternate years.*

318—Population Problems. 3. Demographic history, theory, determinants, consequences. *Offered 1968-69 and alternate years.*

339—Methods of Research. 3. Scientific method, logic of the social sciences, modern research techniques and methods, case studies, questionnaires, scaling, and basic statistics.

348—Industrial Sociology. 3. Interpersonal relations in work situations; the sociology of occupations and social classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy. *Offered 1969-70 and alternate years.*

360—The Sociology of Education. 3. Intergroup relations, the function and operation of various agencies operating within the community, the role of the school, methods and materials of intergroup education. *Offered on demand.*

365—Racial and Ethnic Relations. 3. Racial and ethnic differences and attitudes; the present status of racial and ethnic groups in the U.S. and throughout the world; the dynamics of their changing relations. *Offered 1970-71 and alternate years.*

392—Cultural Anthropology. 3. Cultural patterns of socialization and personality formation; social organization and social institutions, especially modern primitive; applicaton of anthropological methods to subdivisions of modern Western society.

396—East Asia Since 1945. 3. The social structure, culture and dynamics of change in Mainland China, Taiwan, and Japan since 1945; comparisons and contrasts. *Acceptable as a non-Western studies elective. Offered 1970-71 and alternate years.*

426—Sociology of Religion. 3. The interaction of religious experience and tradition with socio-cultural and institutional phenomena; developments with Western and Christian cultural patterning; larger non-Christian religious developments; primitive or preliterate religions. *Offered on demand.*

440—Social Theory. 3. Basic social and sociological theory: early philosophical bases, nineteenth century thought, and contemporary theory.

450, 451, 452, 453—Seminars. 1. Current material from sociological and social casework journals, depth studies of topics of special and timely interest, visiting lecturers and discussion leaders; major topics selected according to the needs and interests of the groups.

460—Field Work. Properly supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. *Prerequisite: advanced standing and departmental approval. Credit to be determined.*

470—Senior Thesis. 1-3. Individual experience in the research techniques of sociology; writing of a professional paper.

480—Research Problems. A problem in social investigation and research, with design and methodology approved by the department. *Prerequisite: Sociology 339, advanced standing, and departmental approval. Credit to be determined.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

SPANISH See Foreign Languages.

SPEECH See Drama and Speech.

VII

personnel



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MERLE S. CORRY, M.Ed., Assistant Director of Admissions—Downtown Campus

Landrum L. Cross, M.S., Assistant Dean of Students and Head Resident of New Men's Dormitory

Gladys M. Goodrum, Head Resident—Founders Hall

Charles C. Hendricks, B.A., Special Assistant to the President

Kelly E. Hill, Superintendent of Buildings and Grounds

Margaret L. Jernigan, M.A., Assistant Librarian—Downtown Campus

Nell S. Laws, Library Assistant

Clifford B. Lowery, B.A., Director of Student Activities

James H. Malone, M.A., Assistant Dean of Students and Head Resident—Milner Hall

Treva W. Mathis, B.A., Associate Director of Libraries

Attie C. May, M.R.E., Serials Librarian

Dorothy M. Merck, Head Resident—Shore Hall

Clyde A. Milner, III, Assistant to the Director of the Richardson Fellows Program and to the Director of Admissions

Frances C. Mitchell, Executive Housekeeper

David E. Mullen, B.D., Assistant Director of Admissions

James C. Newlin, B.S., Assistant Business Manager

John M. Pipkin, M.A., Director of Yearly Meeting Relations and Assistant Professor of Religion

Fae M. Pitman, Head Resident—Binford Hall

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Charles F. White, Audio-Visual Coordinator

Robert L. Willis, B.A., Assistant Dean and Assistant Registrar—Downtown Campus

Faculty

KHAMIS ABDUL-MAGID (1967), *Dana Professor of Economics*
B.A., American University of Cairo, Egypt; M.A., University of Texas; Ph.D., University of Pennsylvania

*LEWIS R. AIKEN, JR. (1966), *Dana Professor of Psychology*
B.S., M.A., Florida State University; Ph.D., University of North Carolina—Chapel Hill

MALISSA M. ANDERSON (1967), *Instructor in Chemistry*
B.S., Emory and Henry College; Ph.D., University of Tennessee

HERBERT T. APPENZELLER (1956), *Professor of Education and Director of Athletics*
B.A., M.A., Wake Forest College; Ed.D., Duke University

HAROLD M. BAILEY (1948), *Associate Professor of Education*
B.A., Grove City College; M.Ed., Pennsylvania State College; graduate study, Pennsylvania State College and University of Wisconsin

RUDOLPH S. BEHAR (1968), *Assistant Professor of English*
B.A., University of Connecticut; M.A., Hunter College; Ph.D., University of Oregon

ANNIE V. BELL (1966), *Assistant Professor of Elementary Education*
B.A., University of Chattanooga; M.A., Ohio State University; graduate study, University of North Carolina—Greensboro and Indiana University

JAMES R. BOYD (1961), *Associate Professor of Mathematics*
B.A., Trinity University; M.A., North Texas State College

ROBERT R. BRYDEN (1961), *Professor of Biology*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Vanderbilt University

WILLIAM C. BURRIS (1964), *Academic Dean and Associate Professor of Political Science*
B.S., Wake Forest College; M.A.T., Emory University; Ph.D., University of North Carolina—Chapel Hill

EDWARD F. BURROWS (1948), *Professor of History*
B.A., Washington and Lee University; M.A., Duke University; Ph.D., University of Wisconsin; post-doctoral study, University of California at Los Angeles

WILLIAM A. CARROLL (1968), *Professor of Political Science*
B.A., Brown University; M.A., Ph.D., Georgetown University

CHARLES R. CARROW (1967), *Instructor in Biology*
B.S., Western Carolina College; M.S., Clemson University; Ph.D. candidate, Virginia Polytechnic Institute

*On leave

EDWIN G. CAUDILL (1968), *Associate Professor of Management*
B.S., University of California; Lit.M., University of Pittsburgh; Ph.D., American University

CLAUDE THÉRÈSE CHAUVIGNÉ (1965), *Assistant Professor of French*
B.A., Nancy, France; M.A., University of Colorado

DONALD A. CHRISTENSON (1967), *Assistant Professor of Sociology*
B.S., M.A., Central Michigan University

ANDREW C. T. CLARK (1968), *Instructor in English*
B.A., University College, Wales; M.A., University of Wales

JOYCE P. CLARK (1959), *Assistant Professor of Women's Physical Education*
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THOMAS G. CLARKE (1967), *Assistant Professor of Geology*
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CLAUDE K. COOK (1962), *Assistant Professor of Music*
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MARTHA H. COOLEY (1965), *Assistant Professor of History*
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FRED I. COURTNEY (1965), *Director of the Downtown Campus and Voehringer Professor of Management*
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FREDERIC R. CROWNFIELD (1948), *Craven Professor of Biblical Literature and Religion*
B.S., City College, New York; S.T.M., Ph.D., Harvard University

ANN F. DEAGON (1956), *Associate Professor of Classical Languages*
B.A., Birmingham-Southern College; M.A., Ph.D., University of North Carolina—Chapel Hill

DONALD D. DEAGON (1956), *Assistant Professor of Drama and Speech*
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CARTER R. DELAFIELD (1966), *Assistant Professor of English*
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**ROBERT M. DINKEL (1951), *Professor of Sociology*
B.A., Notre Dame; M.A., University of Minnesota; Ph.D., University of North Carolina—Chapel Hill

**Part-time

**Linda M. Dudley (1968), *Instructor in Psychology*
B.A., University of North Carolina—Chapel Hill; M.A., University of North Carolina—Greensboro

Louise G. Elliott (1960), *Instructor in English*
B.A., Lenoir-Rhyne College; graduate study, University of North Carolina

Carroll S. Feagins (1946), *Professor of Philosophy*
B.A., Duke University; M.A., University of Michigan; Ph.D., Northwestern University

Mary B. Feagins (1956), *Assistant Professor of German*
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B.A., University of the South; M.A., University of Connecticut; graduate research at the British Museum; Ph.D., University of Connecticut

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*On leave
**Part-time

CYRIL H. HARVEY (1966), *Assistant Professor of Geology and Physical Science*
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HIRAM H. HILTY (1948), *Professor of Spanish*
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GRIMSLEY T. HOBBS (1965), *President of the College and Professor of Philosophy*
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HENRY G. HOOD, JR. (1964), *Associate Professor of History*
B.A., Haverford College; M.A., Harvard University; Ph.D., University of Pennsylvania

LIGIA D. HUNT (1955), *Assistant Professor of Spanish*
B.A., University of Puerto Rico; M.A., Columbia University

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B.F.A., Rhode Island School of Design; M.F.A., University of North Carolina—Greensboro

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CYRUS M. JOHNSON (1968), *Associate Professor of Sociology*
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WILBUR E. JOHNSON, JR. (1964), *Instructor in Men's Physical Education*
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ELIZABETH B. KEISER (1966), *Assistant Professor of English*
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PATRICIA W. KELLY (1967), *Instructor in Biology and Natural Science*
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E. DARYL KENT (1939), *Professor of Philosophy and Religion*
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JOHN D. LAMBETH (1962), *Assistant Professor of Men's Physical Education*
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**CLAUDE I. LEWIS (1968), *Lecturer in Chemistry*
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HARVEY A. LJUNG (1931), *Professor of Chemistry*
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E. KIDD LOCKARD (1958), *Associate Professor of History*
B.A., Glenville State College; M.A., West Virginia University; graduate study, Western Reserve University and American University

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**ALMA MARTIN (1949), *Assistant Professor of Russian*
Agricultural College, St. Petersburg, Russia; Agronom at University of Tartu (Dorpat), Estonia; M.S., Iowa State College; graduate study, Cornell University and Middlebury College

STUART T. MAYNARD (1951), *Associate Professor of Men's Physical Education*
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**JAMES C. MCMILLAN (1966), *Associate Professor of Fine Arts*
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**Part-time

DONALD W. MILLHOLLAND (1965), *Assistant Professor of Philosophy*
B.A., Duke University; B.D., Union Theological Seminary; graduate study, University of Lille and University of Paris; Ph.D., Duke University

ELDON K. MOEN (1967), *Instructor in Music*
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J. FLOYD MOORE (1944), *Professor of Biblical Literature and Religion*
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ILMA T. MORELL (1961), *Assistant Professor of Mathematics*
B.S., Friends School, Holguin, Cuba; Dr. Sci., University of Havana, Cuba

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FRANCES J. NORTON (1966), *Professor of Psychology*
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ELWOOD G. PARKER (1968), *Instructor in Mathematics*
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B.A., LL.B., Northeastern University; M.A., Boston University; graduate study, University of Pennsylvania, University of Virginia; J.S.D. candidate, New York University

**Part-time

ROSALIE O. PAYNE (1963), *Instructor in French*
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B.A., M.A., Guilford College; graduate study, Woodbrooke College, England

E. GARNESS PURDOM (1927), *Professor of Physics, Dana Professor Emeritus*
B.A., Centre College; M.S., University of Chicago; Ph.D., University of Michigan

RICHARD D. RADDOCK (1968), *Assistant Professor of Economics*
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FLOYD A. REYNOLDS (1960), *Registrar and Assistant Professor of Mathematics*
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B.S., Denver University; M.A., Ph.D., Indiana University

PRISCILLA A. ROETZEL (1965), *Assistant Professor of Fine Arts*
B.A., University of North Carolina—Greensboro; M.A., University of North Carolina—Chapel Hill; graduate study, University of North Carolina—Chapel Hill

*JOHN O. RUNDELL (1963), *Assistant Professor of Biology*
B.A., M.S., Eastern Michigan University; graduate study, University of Michigan and Cornell; Ph.D. candidate, North Carolina State University

RU M. SABRE (1967), *Instructor in Philosophy*
B.A., Hobart College; Ph.D. candidate, Duke University

*On leave

SUSAN J. SCHUMACHER (1968), *Instructor in Psychology*
B.A., Roanoke College; M.A., Hollins College

KATHERINE H. SEBO (1968), *Instructor in Political Science*
B.A., Oberlin College; M.A., American University; Ph.D. candidate, American University

*HENRY C. SEMMLER (1965), *Assistant Professor of English*
B.A., Guilford College; M.A., Duke University; M.A., University of North Carolina—Chapel Hill; Ph.D. candidate, University of North Carolina—Chapel Hill

JANET C. SPEAS (1965), *Assistant Professor of English*
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DAVID B. STAFFORD (1946), *Professor of Sociology*
B.A., Guilford College; M.A., Haverford College; Ph.D., Duke University; post-doctoral study, Berkeley, Ann Arbor, and Cambridge Research Centers

CATHERINE U. STEELE (1957), *Assistant Professor of Women's Physical Education*
B.S., M.Ed., University of North Carolina—Greensboro

JERRY M. STEELE (1962), *Assistant Professor of Men's Physical Education*
B.S., Wake Forest College; M.Ed., University of North Carolina—Chapel Hill

ALEXANDER R. STOESEN (1966), *Assistant Professor of History*
B.A., The Citadel; M.A., University of Rochester; Ph.D., University of North Carolina—Chapel Hill

JOHN H. STONEBURNER (1968), *Assistant Professor of Religion*
B.A., Earlham College; B.D., Drew Theological School; Ph.D. candidate, Drew University

EUGENE H. THOMPSON, JR. (1958), *Assistant Professor of French*
B.A., M.A., University of Kentucky; graduate study, Duke University

**DOROTHY G. THORNE (1926-1954; 1965), *Curator of the Quaker Collection and Professor of English*
B.A., Earlham College; M.A., Columbia University; graduate study, University of Wisconsin and University of North Carolina—Chapel Hill

**GARRETT A. VAUGHN (1968), *Instructor in Economics*
B.A., Harpur College, S.U.N.Y.; Ph.D. candidate, Duke University

KENNETH D. WALKER (1962), *Assistant Professor of Mathematics*
B.A., East Carolina College; M.Ed., University of Georgia; graduate study, Wake Forest College

*On leave
**Part-time

RICHARD C. WARD (1961), *Assistant Professor of Biology*
B.S., University of Connecticut; M.S., University of Massachusetts

E. NEWSOM WILLIAMS, JR. (1965), *Instructor in Psychology*
B.A., Guilford College; M.A., University of North Carolina—Greensboro; graduate study, University of North Carolina—Chapel Hill

**MARY C. WIMSATT (1967), *Instructor in English*
B.A., Stetson University; M.A., Ph.D., Duke University

PAUL E. ZOPF, JR. (1959), *Professor of Sociology*
B.S., University of Connecticut; M.S., Ph.D., University of Florida

Emeriti

CARL C. BAUMBACH, B.M., M.M., *Associate Professor of Music,* 1950-1968

EVA GALBREATH CAMPBELL, B.A., M.A., Ph.D., *Professor of Biology,* 1924-1961

GEORGE W. COBB, B.A., M.A., Ph.D., *Associate Professor of English,* 1961-1966

MAUD L. GAINEY, *Treasurer,* 1901-1945

N. ERA LASLEY, B.S., *Registrar,* 1918-1959

CLYDE A. MILNER, B.A., M.A., B.D., Ph.D., LL.D., *President of the College and Professor of Philosophy,* 1930-1965

ERNESTINE COOKSON MILNER, B.A., B.S., M.A., *Professor of Psychology,* 1930-1965

ALGIE I. NEWLIN, B.A., M.A., Dr. Sc. Pol. (Geneva), *Professor of History and Political Science,* 1924-1966

OSCAR M. POLHEMUS, B.A., M.A., S.T.B., Th.D., *Associate Professor of Political Science,* 1957-1964

KATHARINE C. RICKS, B.S., B.A., *Librarian,* 1922-1949

J. CURT VICTORIUS, Dr. Pol. Econ. (Hamburg), *Professor of Economics and Business Administration* 1940-1964

EDNA L. WEIS, B.A., B.S., M.A., *Assistant Professor of English,* 1946-1964

V. JUDSON WYCKOFF, B.A., Ph.D., *Professor of Economics,* 1964-1968

**Part-time

Student Body (Main Campus)

Geographical Distribution (1968-69)

United States Students

Alabama	1
Alaska	1
California	2
Connecticut	10
Delaware	17
District of Columbia	4
Florida	15
Georgia	5
Indiana	8
Iowa	1
Maine	1
Maryland	46
Massachusetts	12
Michigan	2
Missouri	1
Nebraska	1
New Hampshire	1
New Jersey	37
New York	36
North Carolina	691
Ohio	9
Oklahoma	1
Pennsylvania	32
Rhode Island	1
South Carolina	8
Tennessee	1
Texas	1
Virginia	101
West Virginia	1
Wisconsin	1
Territories	1
Foreign Residence	1
TOTAL	1050

Students From Other Countries

Canada	1
Chile	1
Cuba	1
Dominican Republic	1
India	1
Japan	1

Jordan	1
Korea	1
Venezuela	1
TOTAL	9

Classification (1968-69)

	Men	*Women*	*Total*
Graduates	2	1	3
Seniors	140	88	228
Juniors	110	70	180
Sophomores	139	117	256
Freshmen	183	199	382
Special	1	6	7
Auditor	0	3	3
TOTALS	575	484	1059

Religious Preference (1968-69)

Methodist	271
Baptist	165
Society of Friends	149
Presbyterian	124
Episcopal	84
Catholic	65
United Church of Christ	42
Lutheran	28
Jewish	24
Moravian	19
Unitarian	10
Non-Denominational Protestant	8
Reformed	2
Pentecostal Holiness	2
Church of England	2
Greek Orthodox	1
Christian Science	1
Church of The Brethren	1
Assembly of God	1
Bahai	1
Buddhist	1
Coptic	1
Moslem	1
New Testament	1
Russian Orthodox	1
No Preference	54
TOTAL	1059

Calendar For 1968-1969

Dormitories open for Freshmen	September 8, 1968
Registration of Freshman Class	September 11, 1968
Registration of Upperclassmen	September 12, 1968
All Classes Begin	September 13, 1968
Last day to add courses or change sections	September 20, 1968
Last day to drop courses without withdrawal grade	October 14, 1968
Meeting of the Board of Trustees	October 25, 1968
Homecoming	October 26, 1968
First Quarter Ends	November 2, 1968
Last day to withdraw from courses with WP	November 16, 1968
Thanksgiving Holidays	November 27, Noon to December 2, 1968, 8 A.M.
Christmas Holidays	December 17, Noon to January 3, 1969, 8 A.M.
Reading Day	January 15, 1969
Semester Examinations	January 16, 1969 through January 22, 1969
Semester Break (dorms close)	January 22, 6 P.M. to January 27, 1969, 3 P.M.
First Semester Ends	January 27, 1969
Registration for Second Semester	January 28, 1969
All Classes Begin	January 29, 1969
Meeting of the Board of Trustees	January 31, 1969
Last day to add courses or change course sections	February 5, 1969
Last day to drop courses without withdrawal grade	February 26, 1969
Third Quarter Ends	March 21, 1969
Spring Holidays	March 29, Noon to April 8, 1969, 8 A.M.
Last day to withdraw from courses with WP	April 8, 1969
Meeting of the Board of Trustees	April 25, 1969
Reading Day	May 20, 1969
Semester Examinations	May 21, 1969 through May 27, 1969
Alumni Day	May 31, 1969
Commencement Exercises	June 1, 1969

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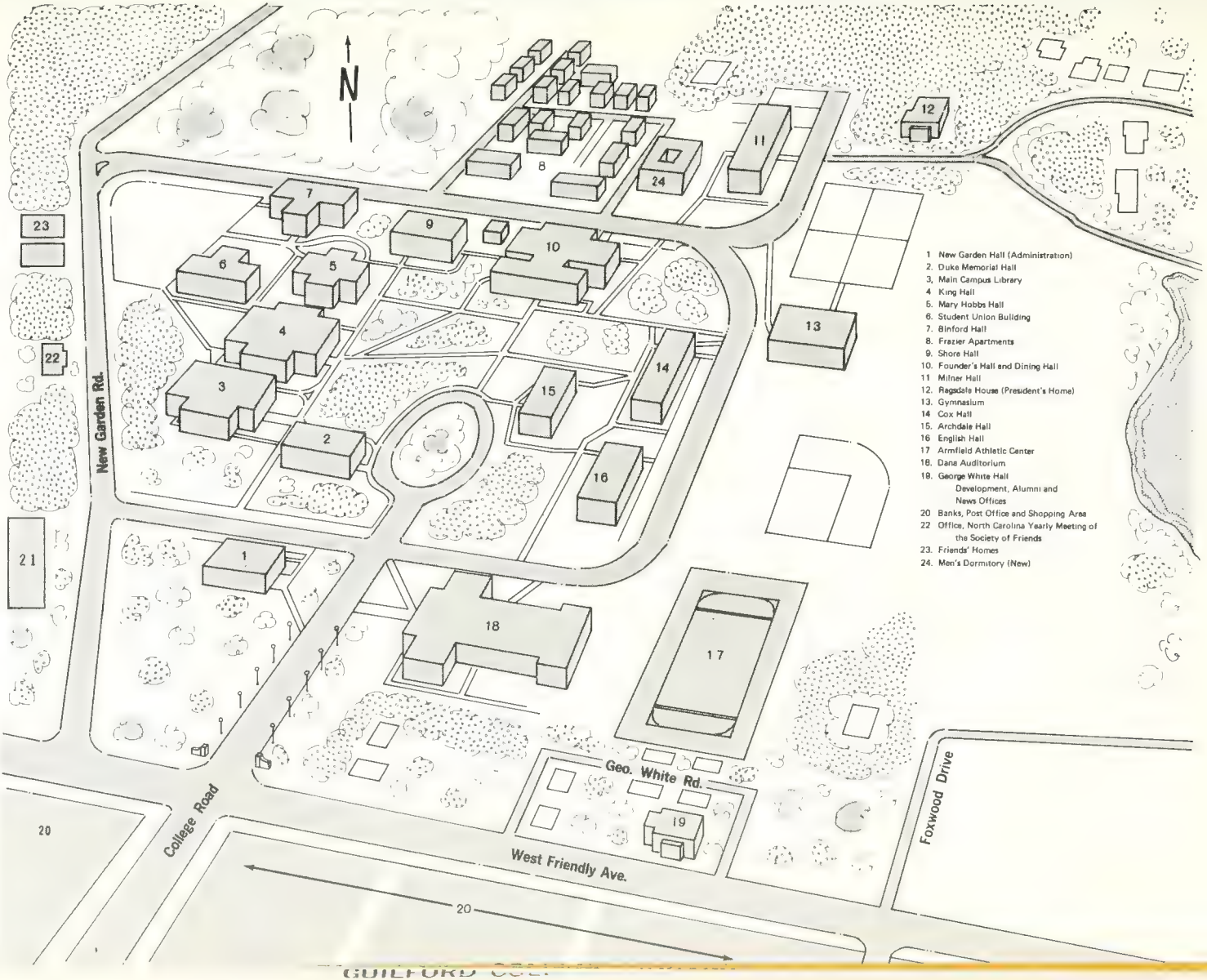
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Alumni Affairs	Director of Alumni Affairs
Business Matters	The Business Manager
Evening Classes	Director of the Downtown Campus
Financial Aid	Director of Financial Aid
Gifts or Bequests	Director of Development
Placement	Director of Financial Aid
Public Relations	Director of Information Services
Registration	The Registrar
Student Housing	The Dean of Students
Summer School	Director of Admissions
Transcripts	The Registrar

Address all correspondence to:

GUILFORD COLLEGE
GREENSBORO, NORTH CAROLINA
27410

The Residential Campus



SUMMER SCHOOL 1969

BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

Greensboro Tri-College Consortium

SUMMER SCHOOL 1969

BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

Greensboro Tri-College Consortium

GREENSBORO TRI-COLLEGE CONSORTIUM

Bennett College, Greensboro College, and Guilford College have enriched their 1969 summer programs by instituting a joint summer session to be held on the campus of Greensboro College and the adjacent Downtown Campus of Guilford College. The combined summer school, an extension of the mutual cooperation already existing between the three private colleges, is being sponsored by the Greensboro Tri-College Consortium.

The member colleges, recognizing their common bond as small, church-related liberal arts institutions, formed the consortium in 1968 in an effort to enrich their respective programs without sacrificing their own distinctive characters. During the 1968-69 academic year, the schools began sharing library resources, guest lecturers, and specialized faculty members. Students registered in any one of the colleges are also now allowed to take courses at either of the other colleges for full credit and without additional registration or fees.

The joint summer session is viewed as a logical extension of the present spirit of cooperation existing among the three Greensboro, North Carolina, colleges. In addition to being able to offer twice as many summer courses as has been possible in the past, the combined summer school will permit a number of advanced and specialized courses.

As an integral part of the regular academic program of the colleges, the summer session is designed for students who wish to continue their education during the summer, teachers who wish to pursue work in their special field, and individuals who wish to further their formal education. Through attendance at summer sessions, it is possible for students to complete their baccalaureate study in three years.

The summer session courses will be taught by members of the regular teaching faculties of all three colleges and will cover the full content of the courses given during the fall and spring academic sessions. Credits up to seven hours per session may be earned during the summer.

Students enrolled in the tri-college summer school may choose from 92 daytime courses being offered during both sessions. The courses include: art, biology, economics, education, English, French, German, Spanish, geography, geology, history, mathematics, music, philosophy, physical education, political science, psychology, religion, sociology, and speech.

Public school teachers needing to renew teaching certificates or desiring additional training in educating the exceptional child, may enroll in any of 13 special education courses. Nineteen evening courses are also being offered.

Each of the three consortium members is fully accredited by the Southern Association of Colleges and Secondary Schools.

ADMISSIONS

Students enrolling in the Greensboro Tri-College Consortium Summer School must meet all admission requirements. Students who are attending other colleges must present a statement of good standing from that institution and should have approval for courses to be taken. Students who have not matriculated at any college previously must present evidence of high school graduation and a transcript of secondary school work.

EXPENSES

Tuition charges for courses are $32.00 per credit hour, plus a $10.00 registration fee. Special arrangements have been made permitting public school teachers to take courses at $25.00 per credit hour. A $2.00 activity fee is charged to all students living on the campus. Room and board are provided for $22.00 per week. All fees are payable at registration.

Private music instruction, consisting of two forty-five minute lessons per week, will be available at a charge of $65.00 per session.

LIVING ACCOMMODATIONS

New dormitories for men and women on the Greensboro College campus will be used to house students. Students taking night courses at the Downtown Campus of Guilford College may live in the dormitories if they wish to do so. Each student will provide his own linen.

Meals are served from 7:15 - 8:00 (breakfast); 12:15-1:30 (lunch); 5:15-6:00 (supper).

REGISTRATION AND REGULATIONS

Those students currently enrolled at the Downtown Campus of Guilford College will register for all classes, day or night, at the Downtown Campus on Monday, June 9, from 6:30 to 9:30 p.m. All other students will register in Hanes Gymnasium on the Greensboro College campus on Monday, June 9, from 9:00 a.m. to 12:00 and 1:00 to 3:00 p.m.

The colleges reserve the right to cancel classes which have less than ten students enrolled.

COURSE LOAD AND TRANSCRIPTS

The normal maximum course load is 7 credit hours per session.

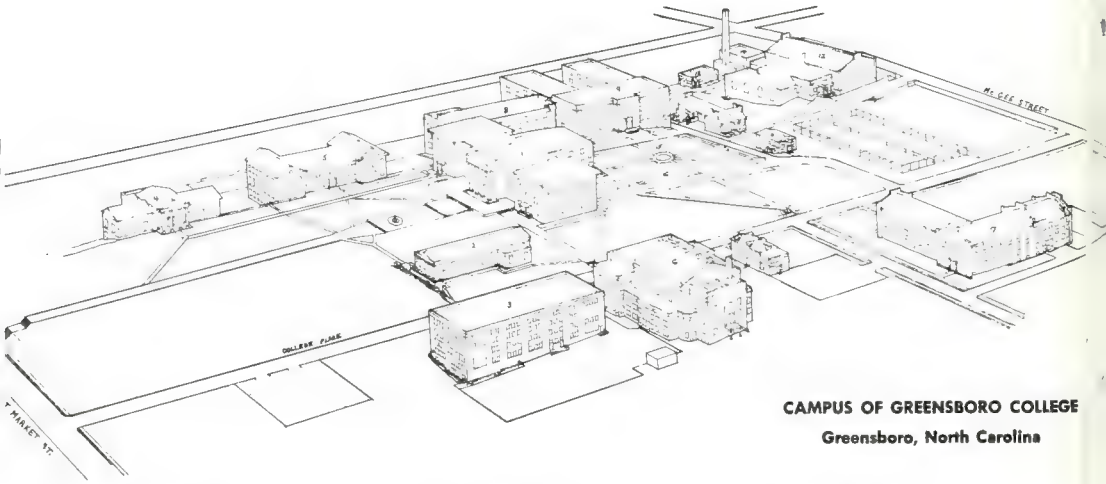
A transcript of the student's summer school work will be sent to the registrar of the college where the student will enroll in the fall.

FIRST SESSION — JUNE 9-JULY 12

Course No.	Description	Instructor	Period	Credit
Art 116 (204)	Intro. to Art	Huntley	2	3
Art 231	Arts and Crafts for Exceptional Children	Hammond	5	3
Biology 103 (113)	General	Carrow	1	4
Biology (441)	Human Anatomy and Physiology	L. Hankins	2	3
Economics 111 (221)	Principles	Robbins	2	3
Economics (331)	Money and Banking	Knighton	3	3
Education (372)	The Secondary School	Appenzeller	4	3
Education (400)	Practice Teaching (Guilford students only)	Bailey	TBS	6
Education 158	Teaching the Culturally Disadvantaged	M. Scarlette	3	3
English 101 (101)	English Composition	Speas	1	3
English 201 (233)	English Literature	Bloom	4	3
English 261 (223)	American Literature	Marlette	3	3
English (325)	Age of Romanticism	Behar	4	3
French 111 (101)	Elementary French	Staff	4	3
French 221 (103)	Intermediate	Chauvigne	1	3
French 233 (221)	French Civilization	Staff	3	3
Geography (113) Econ. 101	Physical	T. Clarke	2	3
German 221 (103)	Intermediate	M. Feagins	1	3
History 101	World	Hodge	3	3
History (301)	Western Civilization	J. Moore	3	3
History 241 (221)	American	A. Stoesen	2	3
History (223)	English	Hood	1	3
History 476 (446)	Recent American	A. Stoesen	4	3
Mathematics 101	Fundamentals	Garner	2	3
Mathematics 153 (115)	Elem. Functions	Boyd	1	3
Mathematics (221)	Foundations	Boyd	2	2
Music 331	Elements of Music	McDonald	1	3
Music (111)	Music Appreciation	Staff	4	3
Music Theory		Staff	TBS	
Applied brasses, organ, piano, violin, wood winds, voice		Staff	TBS	3
Philosophy 218 (190)	Logic	Sabre	1	3
Philosophy 213 (200)	Introduction	Hudgins	4	3
Physical Education 216	Swimming	Ariail	5	1
Physical Education 341 (225)	Principles of P. E.	Ariail	4	3
Political Science (101) History 371	American Government	C. Smith	2	3

Psychology 151 (200)	General	Hites	3	3
Psychology 214	Mental Deficiency	Brogan	4	3
Psychology 211	Psychology of Exceptional Children	Brogan	2	3
Psychology (331) 152	Educational	Licht	1	3
Psychology 374	Reading for Exceptional Children	A. Bell	1	3
Psychology (241)	Psychological Statistics	Schumacher	3	3
Religion 101 (105)	Intro. to Old Testament	Hull	2	3
Religion (201)	Judeo-Christian Tradition	F. Moore	2	3
Religion 351	Christian Ed. as Dialogue	Hull	4	3
Sociology (200) 201	Introduction	Stafford	3	3
Sociology (250)	Southern Regions	Stafford	1	3
Spanish 111 (101)	Elementary	de Lagos	4	3
Spanish 221 (103)	Intermediate	Hunt	1	3
Spanish 233 (221)	Spanish Civilization	de Lagos	3	3
Speech 101	Fundamentals	Hart	4	3

TBS—To Be Scheduled
Course numbers without parentheses are Greensboro College courses.
Course numbers with parentheses are Guilford College courses.



CAMPUS OF GREENSBORO COLLEGE
Greensboro, North Carolina

1—Main Building:
Administrative Offices—first floor
Women's Dormitory—second and third floors
2—Hannah Brown Finch Memorial Chapel
3—Cowan Humanities Building (classroom)
4—James Addison Jones Library
5—Arts and Science Building (classrooms and laboratories)
6—Odell Memorial Auditorium and Department of Music
7—Men's Residence Hall
8—Greensboro Building:
Dining Hall—lower level
Women's Dormitory—first, second and third floors
9—New Women's Residence Hall
(under construction—completion in 1969)
10—Infirmary
11—Student Center:
Post Office, bookstore and soda shop
12—Gymnasium and Pool
13—Maintenance Building
14—Heating Plant
15—Hudson Hall (not shown)
present dormitory for women—to be removed upon completion of new dormitory
16—Fitzgerald Hall (not shown)
present dormitory for women—to be removed upon completion of new dormitory

Two-hour parking on west side of College Place — Unlimited parking in outlined areas on map

SECOND SESSION — JULY 14-AUGUST 16

Course No.	Description	Instructor	Period	Credit
Art 218	Art in America	Hammond	2	3
Art 213 (Ed. 328)	Art Methods in Elem. School	Hammond	4	3
Biology 104 (114)	General	Carrow	1	4
Biology (442)	Human Anatomy and Physiology	Hankins	2	3
Biology (224)	Ornithology	Callahan	*	3
Economics 112 (222)	Principles	Staff	2	3
Economics 346	Business Corp. Finance	W. Frazier	3	3
Education (388)	Materials and Methods in Sec. School	Appenzeller	4	3
English 102 (102)	English Composition	Coleman	1	3
English 202 (234)	English Literature	Coleman	4	3
English 262 (224)	American Literature	Lee	3	3
English 304 (352)	Shakespeare	Staff	4	3
French 112 (102)	Elementary French	Staff	4	3
French 222 (104)	Intermediate	Chauvigne	1	3
French 234 (222)	French Civilization	Staff	3	3
Geography (114) Econ. 102	Regional	W. Frazier	2	3
Geology (105)	Concepts of Geology	T. Clarke	4	3
German 222 (104)	Intermediate	M. Feagins	1	3
History 102	World	Hodge	3	3
History (302)	Non-Western Civilization	E. Burrows	3	3
History 242 (222)	American	E. Puryear	5	3
History (224)	English	H. Hood	1	3
Mathematics 102	Fundamentals	Garner	2	3
Mathematics 236 (341)	Probability and Statistics	Garner	1	3
Mathematics (222)	Foundations	Boyd	2	2
Music 332 (381)	Materials and Methods for Elementary Grades	McDonald	1	3
Music (111)	Music Appreciation	Staff	4	3
Music Theory		Staff	TBS	
Applied brasses, organ, piano, violin, wood winds, voice		Staff	TBS	3
Philosophy 316 (211)	Ethics	Sabre	4	3
Physical Education 217	Individual and Dual Sports	Reece	5	1
Physical Education 342	Principles of Health Education	Reece	4	3
Political Science (101) History (371)	American Government	K. Sebo	2	3
Political Science (102)	Political Systems of Western Europe	K. Sebo	4	3
Psychology 233	Child and Adolescent	Hites	1	3
Psychology 362 (444)	Tests and Measurements	N. Williams	4	3

Religion 102 (106)	Intro. to New Testament	Weaver	2	3
Religion (202)	Non-Western Religions	F. Moore	2	3
Religion (322)	The Theology of Paul	Weaver	4	3
Sociology (220) 202	Social Problems	C. Johnson	3	3
Sociology (356)	Racial and Ethnic Relations	C. Johnson	1	3
Spanish 112 (102)	Elementary	de Lagos	4	3
Spanish 222 (104)	Intermediate	L. Hunt	1	3
Spanish 234 (222)	Spanish Civilization	de Lagos	3	3

TBS—To Be Scheduled
***6:00-8:00 A.M.**
Course numbers without parentheses are Greensboro College courses.
Course numbers with parentheses are Guilford College courses.

SUMMER SCHOOL EVENING COURSES

Downtown Campus — Guilford College

Course No.	Description	Instructor	Period	Credi
Economics (221)	Principles of Economics	Caudill	1&2	3
Economics (222)	Principles of Economics	Caudill	1&2	3
Economics (331)	Money and Banking	Courtney	1	3
Economics (332)	Industrial and Personnel	N. Williams	2	3
Education (221)	Education in America	Reddick	2	3
English (101)	Composition	Lee	1	3
English (233)	English Literature	Marlette	1	3
History (301)	Western Civilization	J. Moore	1&2	3
History (302)	Non-Western Civilization	E. Burrows	1&2	3
Management (213)	Business Law I	M. Osborn	2	3
Management (221)	Principles of Economics	Caudill	1&2	3
Management (222)	Principles of Economics	Caudill	1&2	3
Management (331)	Money and Banking	Courtney	1	3
Mathematics (112)	Trigonometry	Staff	1	3
Philosophy (190)	Logic	Sabre	1	3
Philosophy (200)	Introduction	Sabre	2	3
Psychology (200)	General	N. Williams	1	3
Psychology (331)	Educational	Hites	1	3
Psychology (332)	Industrial and Personnel	N. Williams	2	3
Political Science (101)	American Government	Carroll	2	3
Religion (202)	Non-Western Religions	Pipkin	1	3
Sociology (200)	Introduction	Stafford	2	3
Sociology (220)	Social Problems	Staff	2	3

SUMMER SCHOOL CALENDAR

First Session — June 9 to July 12, 1969

June 9	Monday	Registration
June 10	Tuesday	All classes begin
June 12	Thursday	Last day to add or change courses
June 14	Saturday	Only Saturday on which classes will be held
July 4	Friday	Holiday
July 11	Friday	Final examinations
July 12	Saturday	Final examinations

Second Session — July 14 to August 16, 1969

July 14	Monday	Registration
July 15	Tuesday	All classes begin
July 17	Thursday	Last day to add or change courses
Aug. 15	Friday	Final examinations
Aug. 16	Saturday	Final examinations

CLASS HOURS

First Period	8:00 - 9:30 a.m.
Second Period	9:45 - 11:15 a.m.
Third Period	11:30 - 1:00 p.m.
Fourth Period	1:30 - 3:00 p.m.
Fifth Period	3:15 - 4:45 p.m.

EVENING CLASS HOURS

First Period	6:00 - 7:50 p.m.
Second Period	8:10 - 10:00 p.m.

Evening classes will meet on Monday and Thursday evenings for ten weeks at the Downtown Campus of Guilford College.

First class period will meet Tuesday, June 10.

EXAMINATION SCHEDULE

First Session

July 11	Friday	8:00 - 11:00 a.m.	First period classes
July 11	Friday	1:00 - 4:00 p.m.	Second period classes
July 12	Saturday	8:00 - 11:00 a.m.	Third period classes
July 12	Saturday	1:00 - 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Second Session

Aug. 15	Friday	8:00 - 11:00 a.m.	First period classes
Aug. 15	Friday	1:00 - 4:00 p.m.	Second period classes
Aug. 16	Saturday	8:00 - 11:00 a.m.	Third period classes
Aug. 16	Saturday	1:00 - 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Evening Classes

Aug. 14	Thursday	7:00 - 10:00 p.m.	First period classes
Aug. 15	Friday	7:00 - 10:00 p.m.	Second period classes

APPLICATION PROCEDURE

For further information concerning the tri-college summer program or to apply for admission on the enclosed application form, correspondence should be directed to:

Allen E. Kivett
Director of Admissions
Greensboro College
Greensboro, N. C. 27402
Telephone: 272-7102

Students already enrolled at Bennett, Greensboro, or Guilford Colleges should apply at their respective admissions offices for admittance to the summer session.

GREENSBORO TRI-COLLEGE CONSORTIUM

APPLICIATION FOR ADMISSION

1969 Summer Session

Mr.
Mrs.
Miss _____

_____ is a graduate of
Permanent Address Zip Code

_____ High School or is a

student in good standing at _____ College, University

and has permission to take: _____

First Term (7 hours permitted) Second Term (7 hours permitted)

Course no. and title Course no. and title

in the 1969 Greensboro Tri-College Consortium summer session at Greensboro College.

Date _____ Signed _____
Principal, Dean, or Registrar

Have you attended previously
- ☐ Bennett College
- ☐ Greensboro College
- ☐ Guilford College

Public school teachers must furnish proof of graduation or good academic standing from the last college attended.

State taught in last year _____ County _____

School and address _____

Are you seeking undergraduate credit? _____Yes _____ No

Do you plan to attend: 1st Session ___ 2nd Session ___ Both Sessions___ ?

Do you plan to live on campus? _____Yes _____ No

_____ _____
Applicant's Signature Date

GREENSBORO TRI-COLLEGE CONSORTIUM

Director: Dr. E. Daryl Kent

Dean of Students: James H. Locke

Director of Student Activities: Clifford B. Lowrey

Registrar: Carolyn H. Smith

Business Manager: Allen S. Wilkinson

BENNETT COLLEGE: Dr. Isaac H. Miller, Jr., President
Mary M. Eady, Admissions Officer

GREENSBORO COLLEGE: Dr. J. Ralph Jolly, President
Allen E. Kivett, Admissions Officer

GUILFORD COLLEGE: Dr. Grimsley T. Hobbs, President
John K. Bell, Admissions Officer (Main Campus)
Merle S. Corry, Admissions Officer (Downtown Campus)



GUILFORD college bulletin

GUILFORD COLLEGE CATALOG GREENSBORO, NORTH CAROLINA

1969-70/1970-71

GUILFORD COLLEGE BULLETIN

Volume LXIX (September, 1969) Number 4

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GUILFORD college bulletin

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Address all correspondence to:

GUILFORD COLLEGE
GREENSBORO, NORTH CAROLINA
27410

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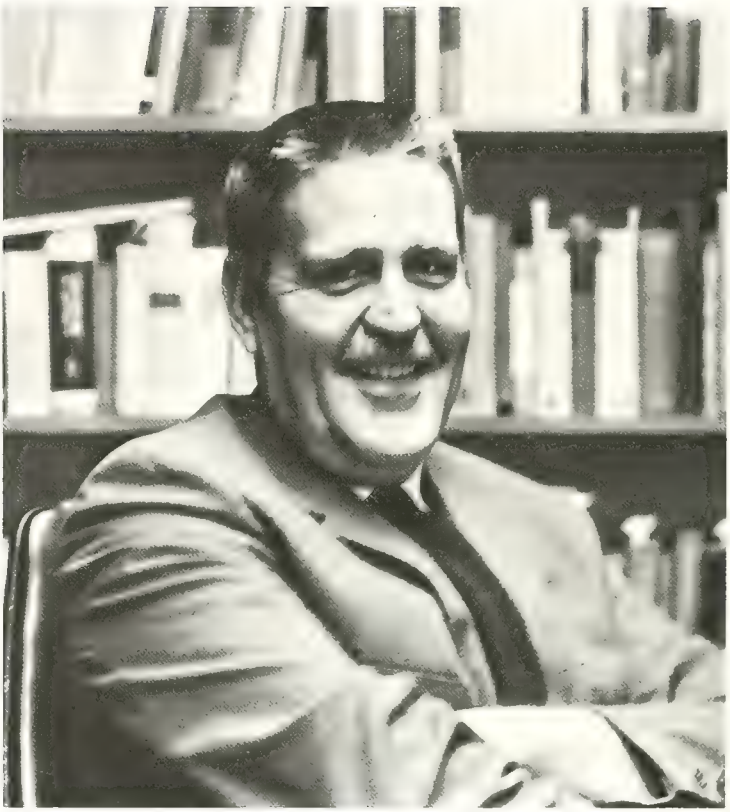
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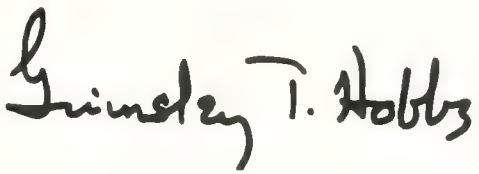
At best a catalog only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and out of the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital col-

leges are consciously *human* communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine *fellowships* of learning. This is the element at Guilford College which is difficult to convey in a catalog statement.

Such a mode of education places great demands upon students and faculty members alike. If we are concerned to educate the whole person, we must involve ourselves wholly in the process. If we are to confront the student with the realities of today's world, we must ourselves openly face those realities. And if we seek to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from this approach to education, a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and to enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the persons of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired quality of human relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.



I

guilford college



A college is an act of faith in the human being, the corporate expression of a conviction that men can by taking thought add to their moral and intellectual stature.

Guilford College began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. The Board of Trustees declared in 1848:

> *"By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."*

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. Quakers make up less than one-fifth of Guilford's student body today, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Individual Choice

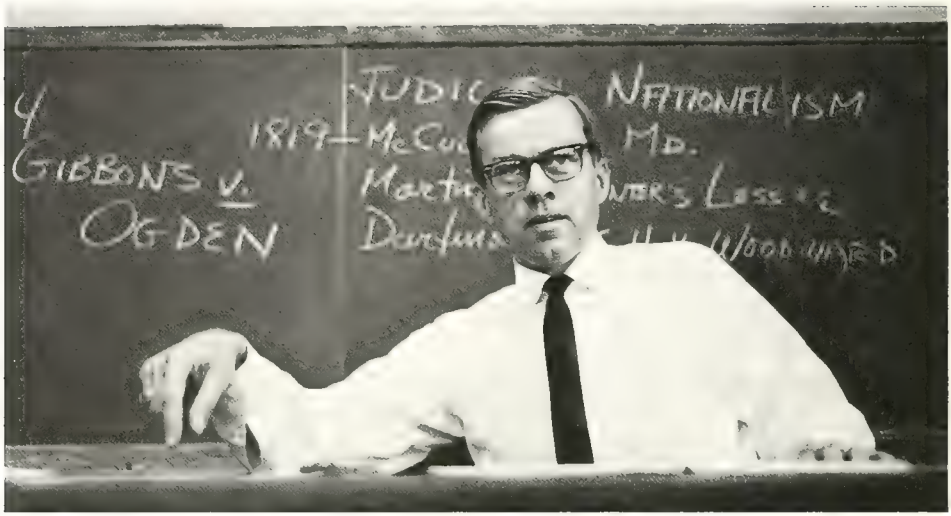
The student who applies to Guilford will discover that we are not interested only in his grades and test scores, but also in what qualities make him unique. We seek out students of varied geographical, scholastic, economic, racial, and religious backgrounds, who have varied contributions to make to our educational community. We suggest that the applicant come to the campus for personal interviews, that he meet faculty members and students as well as admissions personnel. Our interest in the student as a person will be a crucial factor in the shaping of his education at Guilford.

Liberal education is not a mold into which young minds must be pressed. It is rather a tool in the creation of a mature and aware individual, capable of analyzing the personal and public issues which confront us all, and of choosing with perception and integrity the course of his own life. Responsible choice has been the guiding principle in the evolution of Guilford's new curriculum: whereas there are certain area requirements which focus a student's study in the first two years, students are encouraged to create an individual course of study, selecting from a wide variety of alternatives those subjects which have most to contribute to their personal development. Faculty advisers assist the student in exploring his interests and abilities and relating his course of study to his future plans.

Students with varied talents and aims can progress at differing rates and may profit from different methods of study. Most of our courses offer some combination of lectures and discussion or laboratory, with research papers and examinations. The seminar approach, demanding more direct participation by the student, is available from the freshman to the senior level, and various arrangements for independent study are provided within the departments. For particularly mature students, an alternate curriculum allows advanced independent work extending over the entire course of study in the junior and senior years.

Community of Learning

Guilford's program of study emphasizes personal choice within the context of a scholarly community with exacting standards of excellence. The student is urged to become a full participant in this community, exploring and developing his critical and creative insights in daily encounters, inside and outside of class, with faculty and students who share the search for knowledge and meaning.



Guilford College has a faculty of approximately ninety full-time teachers, with a number of specially qualified lecturers and assistants. The student body is carefully limited, so that a low student-faculty ratio offers the student exceptional access to faculty direction in his studies, academic counseling, and enriching personal associations with his professors.

The Guilford faculty is highly competent professionally. Perhaps more important for the student, it is a faculty sincerely committed to undergraduate teaching, which sees learning as a common venture into the vital questions of human life.

Continuity and Change

New Garden Boarding School, having remained open throughout the Civil War, responded to the changing educational needs of the last century by revising and expanding its academic program. In 1889 it became Guilford College, whose small faculty offered a sound course in liberal arts to a student body of some two hundred.

In this century Guilford College has from time to time reexamined and restructured its curriculum in response to the needs of the community it serves. The Greensboro Evening College, established in 1948 by a group of interested business and educational leaders, became the Downtown Campus of Guilford College in 1953. Under the guidance of the Greensboro Advisory Board, it continued to offer specialized profes-

sional courses in addition to the liberal arts program. A graduate program in religion was instituted in 1957, primarily to provide advanced training for Friends ministers.

The creative expansion of Guilford's facilities and programs will continue to be a primary concern of the college administration and Board of Trustees, aided by the Board of Visitors established in 1968. The new curriculum outlined in Chapter II of this catalog represents an attempt to speak to current educational needs in terms of a broader community facing problems of world-wide scope. It reflects a realization that the continuity of our educational aims can be assured only by constant self-evaluation and readiness to pursue new directions.

Beyond the Campus

Guilford is currently developing various programs which allow the student to pursue his educational aims beyond the campus to other colleges, other countries, and other modes of learning. Some of the programs already in operation are described below, while others are mentioned under various academic departments.

The Greensboro Tri-College Consortium

Guilford College has joined with two other colleges in the vicinity, Bennett College and Greensboro College, to form a consortium whose purpose is to share resources for the strengthening of their programs. Each college expects to preserve its own distinctive character while sharing areas of special strength in courses, library materials, and equipment. Students registered in any one of the colleges may, with the approval of the deans involved, take courses at either of the others without additional registration or fees. Plans are under way for additional cooperation and coordination in both curricular and extracurricular activities. The three colleges also hold a joint summer school consisting of two five-week sessions on the campus of one of the member institutions.

Off-Campus Study Programs

In order to provide a variety of educational experiences for its students, Guilford College sponsors a series of off-campus seminars each year. Four one-week seminars carrying one semester hour's credit each are held in New York City, Washington, D.C., and St. Petersburg, Florida.

The two New York seminars focus on the problems of urban life and art in contemporary society. The Washington seminar deals with selected aspects of American politics, and the Florida seminar is in marine biology.

Students participating in these seminars are expected to do some assigned reading and to attend several discussion sessions on campus prior to their beginning. Seminars are open to all students and may be taken without prerequisites.

Two seminars are also held in Europe each summer. *Seminars Abroad* is a ten-week travel-study program when students visit ten to twelve countries in both Western and Eastern Europe. The program consists of seminars with political leaders, meetings with European students, and visits to art galleries, museums, historical sites, and cultural events. Approximately one-half of the time in each city is programmed, with the remaining time free. All travel is by air. The approximate cost is $1600 and covers travel, room, and meals.

Summer School in England is an integral part of the Guilford curriculum and consists of a three-hour course in English literature and a three-hour course in English history. The program is based in London and courses are taught by Guilford professors. The approximate cost for the six-week course is $800. A similar program in French literature and history will be conducted in Paris during the summer of 1970.

Students from other colleges may participate in these programs.



Accreditation and Affiliation

Guilford College is accredited by the Southern Association of Colleges and Secondary Schools and by the National Commission on Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Pub-



lic Instruction. Credits earned at Guilford are accepted at face value in admission of graduates to universities and professional schools and in certification of teachers.

Guilford College holds membership in a number of organizations formed by colleges and universities: The Association of American Colleges, The American Council on Education, The North Carolina Foundation of Church-Related Colleges, and The Piedmont University Center.

The religious affiliation of Guilford College is with the Society of Friends: North Carolina Yearly Meeting founded the institution; its trustees are Friends recognized by the Yearly Meeting. North Carolina Yearly Meeting is a member of the larger organization, the Friends United Meeting, and Guilford has many contacts with the world-wide Society of Friends.



Academic Resources

The Libraries

The Guilford College libraries maintain collections coordinated to support all areas of the curriculum. The Main Campus library houses a collection of 101,000 books and periodicals intended primarily for a liberal arts curriculum. In addition, there are collections of art prints, microfilm, pamphlets, and phonograph records. The library subscribes to 700 periodicals and 16 newspapers.

There are three main study areas: the main reading room, the reserve reading room, and the reference room. Seminar and typing rooms, small study rooms, individual study carrels in the stack area, and a student lounge are also available. A fine arts room, designed for the use of committees, discussion groups, and seminars, is also available for the use of audio-visual equipment.

Because of its historical, genealogical and institutional significance, the Quaker Collection holds a unique place in libraries of the Southeast. This collection is housed in special quarters consisting of a display room, a research room, an enclosed stack area, and a fireproof vault in which North Carolina Yearly Meeting has deposited 400 manuscript books containing North Carolina records of the Society of Friends dating from 1680 to the present. The Quaker Collection also contains materials bearing on the history of Guilford College and of North Carolina, seventeenth and eighteenth century volumes of Quaker history and biography, manuscript journals, pamphlets, pictures, microfilm, and Quaker costumes.

The Downtown Campus library has a book collection of approximately 20,000 volumes and subscribes to 120 periodicals. A messenger service and book exchange is maintained between the two libraries so that students at both campuses may avail themselves of the services provided by either library. Photographic copying equipment is available in both libraries.

Both libraries are comfortable, quiet places for effective study and research, where readers have free access to study and shelf areas. The library staff is glad to assist students and to meet special needs which they may have.

The Laboratories

The Biology Department has five well equipped laboratories, including Warburg respiratory equipment and a refrigerated ultracentrifuge for cellular metabolism studies, and oscilloscopes and recorders for human electrocardiographs and electroencephalographs. The bacteriology laboratory is completely furnished with a modern line of microbiology equipment. The department provides individual microscopes for each student, research microscopes for student use, and photographic equipment including 35mm. and Polaroid cameras. Field equipment for ecology and marine biology courses is also available.

The four laboratories of the Chemistry Department are equipped

for the use of spectrophotometers and gas chromotography even in the first year courses. Through a grant from the Atomic Energy Commission a radioisotope laboratory has been furnished with the latest scalers, scintillation counters, and isotope chemistry equipment. Optical projection analytical balances are available for the teaching of quantitative analysis, as well as bomb calorimeters for physical chemistry.

The Physics Department has two large laboratories and smaller work rooms furnished with the latest equipment. Spectrophotometers, lasers, and bomb calorimeters are available for the laboratory physics courses.

The geology laboratory is equipped with a rock saw for the preparation of specimens, polarizing microscopes, and various field study devices. The college owns an extensive rock and mineral collection to which additions are being made through purchases and field trips.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human depth perception, illusion phenomena and discrimination; tests for individual and group assessment; mazes and mirror-drawing equipment are utilized by students and faculty in the main laboratory or in individual research rooms, including a sound proof room.

The Language Laboratory

The language laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. Designed and installed





by the Selectrocom Corporation, it contains fifty fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. Carpeted and air-conditioned, the laboratory affords conditions of extraordinary quiet and comfort for the student. It is open continuously each day for regularly scheduled groups and for students who wish to work independently.

The Computer Center

The computer center is located in the basement of Dana Science Hall at the Downtown Campus. The equipment consists of an IBM 1620 computer, which is used primarily for instructional purposes, and a console connecting the Guilford center to the IBM 360-75 of the North Carolina Research Triangle. Courses are offered in computer science, and the center also provides opportunity for student and faculty research and statistical analysis in mathematics and the natural and social sciences. The Department of Management utilizes the center for simulation models, game theory, and advanced management training.



The Leak Audio-Visual Center

This lecture room, designed with semicircular seating and continuous desks, provides an ideal atmosphere for small lectures and public discussions. It is completely carpeted and air-conditioned, and is furnished with audio-visual equipment. It was donated to the college by Elmer and Cammie Leak.

The College Setting

The Main Campus

Guilford College is located in the Piedmont of North Carolina, midway between the seacoast and the Great Smoky Mountains. The College now lies within the city limits of Greensboro; however, the center of the city is five miles east. Friendship Airport (Eastern, Piedmont, and United Airlines) is three miles west, and College Road leads directly to Interstate Route 40, two miles south.

The climate is mild and generally pleasant, and it is possible to engage in outdoor sports during every month in the year. In the winter there is a great deal of sunshine, and although there may be some snowfall, extremely cold weather is rare and spring comes early. Boxwood and magnolias, dogwood and holly, oaks and pines all add to the beauty of the surroundings. There is a small lake in the valley beyond the gymnasium, and meadows which are used by golfers.

Guilford College still owns very nearly all of the 290-acre tract which the trustees acquired by gift and purchase in 1835 when they were planning the establishment of New Garden Boarding School. The buildings are constructed of Carolina brick, Founders Hall of handmade brick laboriously produced on the premises during the three years of construction. The architecture shows the Georgian Colonial influence in balance of design and in contrast of white columns and red brick.

A post office is just across from the college gates; Quaker Village shopping center is a short distance east; there are three banks, dentists' and doctors' offices, and a number of business establishments in the small town of Guilford College. The New Garden Meeting House of the Society of Friends is located on New Garden Road, which serves as the southwest boundary of the college grounds. The Methodist, Baptist, and Presbyterian denominations are also represented in the neighborhood.

Historically, this neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "First Planters of Truth in the Province"; Dolley Madison's birth is recorded in the records of New Garden Meeting; in the graveyard behind the present meeting house, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolution. The Battleground, now a national park, is four miles northeast of the campus.

Residence Halls

FOUNDERS HALL is the original building of New Garden Boarding School, which opened in 1837. It now contains reception rooms, small parlors, and an apartment for the head resident; infirmary and nurse's quarters; and rooms for women students on second and third floors. Dining rooms and a large modern kitchen are just behind Founders and connected with it, and there is a snack bar in the basement.

MARY HOBBS HALL, built in 1907, provides an opportunity for girls to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, the wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms

for fifty girls, an apartment for the head resident, reception rooms, dining room, and kitchen.

KATHRINE HINE SHORE HALL, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife. It is designed for fifty women students and a head resident and has a spacious parlor, a basement lounge with kitchenette, and attractive rooms.

THE JOHN GURNEY FRAZIER APARTMENTS are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Senior, and his son, John Gurney Frazier, III. The first units of Frazier Apartments, modern duplex living units, were constructed in 1954. Thirty-six apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Manager.

ENGLISH HALL, a dormitory built to accommodate fifty-two students and a head resident, was built in 1957. It was given by Nereus C. English, class of 1926, a trustee for many years, and his brother Thomas English, members of a family influential in the history of Guilford College.

CLYDE A. AND ERNESTINE C. MILNER HALL is the men's dormitory completed in 1962. It contains rooms for 256 students and their counselor, a nicely furnished foyer, and space for recreational facilities. The building is designed in the Georgian tradition with a long terrace facing east and overlooking tennis courts, golf courses and the lake. This building is named for Clyde A. Milner, the fourth President of Guilford College, and for Mrs. Milner, Professor of Psychology emeritus.

RAYMOND AND HELEN T. BINFORD HALL, the women's dormitory built in 1962, contains eighty-one student rooms, an apartment for the head resident, social rooms, and recreational facilities. It is named for Raymond Binford, Guilford's third President, and for his wife, who was especially interested in the education of young women.

1968 MEN'S RESIDENCE HALL, designed to house 206 men in eight-man suites, is structured in the form of four buildings around a central court. It is fully carpeted and air-conditioned and contains a main lounge, concessions room, and television lounge.

Academic Buildings

ARCHDALE HALL, erected in 1886, is the second oldest building on the campus, and is named for a colonial governor of North Carolina, the Quaker John Archdale. A dormitory for generations of Guilford men, it now contains modern faculty offices.

DUKE MEMORIAL HALL, built in 1897, was given by James B. and Benjamin N. Duke as a memorial to their sister, Mary Elizabeth Lyon. All three studied at New Garden Boarding School in the 1870's. In 1967 it was extensively rebuilt to provide modern classrooms, faculty offices, an audio-visual center, and a language laboratory.

THE LIBRARY, built in 1909 with aid from Andrew Carnegie, was enlarged in 1950 and again in 1964. It now contains a large periodical room, a reference room, a reserve book room, open stacks equipped with individual study carrels, Quaker Collection Rooms, a Fine Arts Room, and a student lounge. The building is air-conditioned.

KING HALL is named in honor of Francis T. King, Quaker philanthropist and leader who assisted New Garden Boarding School during the difficult period of reconstruction and helped it to become Guilford College. King Hall consists of two sections, the classroom block at the back built in 1910 and the science wing added in 1949. It is anticipated that a four-story addition will soon be added to house the Departments of Physics, Geology, and Psychology. It will contain classrooms, laboratories, research facilities, and faculty offices.

COX HALL, built 1912-1917 as a dormitory, bears the name of Jeremiah S. Cox, who served Guilford College as a trustee for forty-nine years.

THE GYMNASIUM, erected in 1940, is a modern Georgian building well adapted to the use of the Athletics Department. It contains offices, classrooms, trophy room, team rooms and a playing floor with bleachers to seat approximately nine hundred spectators.

THE COLLEGE UNION, opened in 1956, contains a spacious central hall suitable for many occasions: lectures and programs, class meetings, dances, teas, and other social activities. The college bookstore, post office boxes for students, and an office for the Director of Student Activities are also located in the Union.

ARMFIELD ATHLETIC CENTER, which includes the baseball diamond, the track, and the football field, was dedicated in the fall of 1961 and named in honor of William J. Armfield, Jr., a member of the class of 1894. It also commemorates his sons Britt M. Armfield and William J. Armfield, III.

DANA HALL, completed in 1961, is the center of many different activities and appropriately symbolizes Charles A. Dana's many-sided interest in education. This air-conditioned building houses the Religion Department, the Music Department, and drama activities. It contains classrooms and offices, practice rooms, a choir room given in memory of Baxter and Gertrude Frazier Sellars, and the Ragan Parlor.

The auditorium seats a thousand people; the stage is large and well equipped for the production of plays and for other programs; there is an excellent organ given as a memorial to Louella C. and Rufus H. Mitchell. The Mary Moon Meeting Room, given by the Taylor family of Stokes County as a memorial to a Quaker minister, is designed in the Quaker tradition and is used for silent meeting as well as for lectures.







NEW GARDEN HALL is located on the main drive into the campus and is directly opposite Dana Hall. In 1966 this building, which had been New Garden Friends Meeting House, was completely rebuilt to provide offices for the College Administration and a board room for the use of the Trustees and faculty committees. The portrait of Nathan Hunt, a founder of New Garden Boarding School, hangs in the foyer.

GEORGE WHITE HALL, formerly a faculty residence, has housed the offices of the Director of Development, the Director of Alumni Affairs, and the Director of Publications and Information Services since 1967. The building, located outside the main campus gate at 5608 West Friendly Avenue, was named for George W. White, a professor in the college's mathematics and commercial department from 1892-1917.

The Downtown Campus

The Downtown Campus of Guilford College is located at 501 West Washington Street, close to the center of the city of Greensboro. This division, which is nonresidential, enrolls about twelve hundred students in various programs during the year. Many of them are employed in the Greensboro area and study part time to complete degrees or to increase their professional competence. Enrollment in the college degree program is equivalent to approximately four hundred full-time students.

Courses are scheduled on both a day and evening basis during the regular school year. In addition there is an academic summer schedule in the evening. The Downtown Campus offerings range from liberal arts courses carrying college credit to specialized professional courses for

public accountants, tax experts, legal secretaries, office secretaries, and others. A computer center makes possible specialized training in applied mathematics and computer science. In general, the curriculum is designed to meet the needs of the Greensboro area and is described in full in a special bulletin available on request.

The Department of Management, offering work leading to a Bachelor of Science degree, and a two-year program in business education leading to an Associate of Arts degree are primarily located at the Downtown Campus. Other special degree programs offered include a B.S. in Applied Mathematics in Computer Science, and B.S. and A.A. degrees in Behavioral Sciences for Law Enforcement Personnel. All courses carrying academic credit are identical with those offered on the Main Campus, and are customarily taught by the same faculty members. Administration, as well as instruction, at the two campuses is closely coordinated. Students at the Downtown Campus may enroll for courses on the Main Campus and attend the wide variety of programs and performances given in Dana Auditorium. The Downtown Campus has an established student government and provides varied student activities.

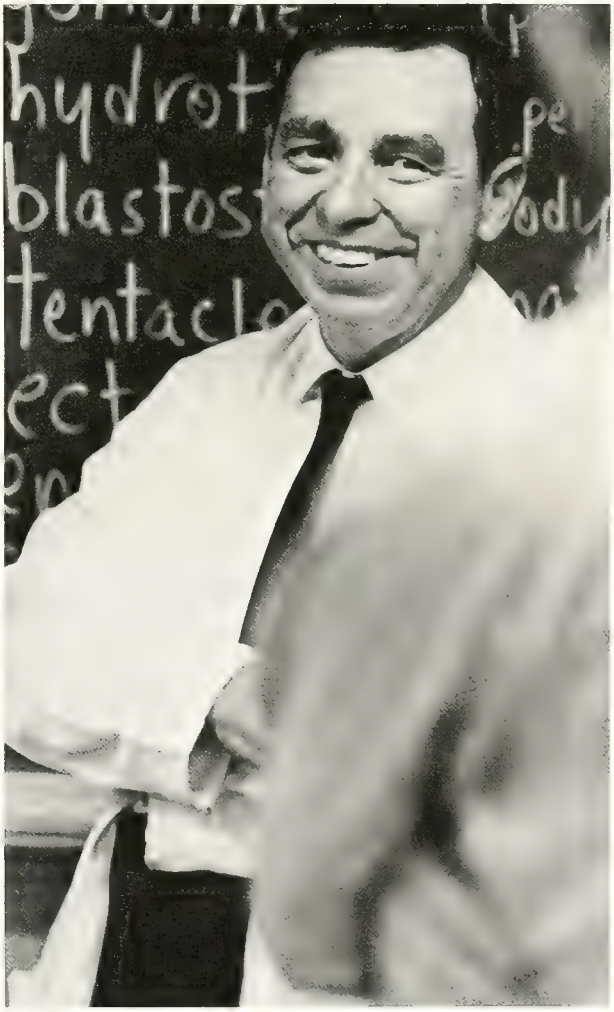
Buildings

THE EDUCATION BUILDING, located at 501 West Washington Street, is a three-story building containing administrative offices, an auditorium, large classrooms, the library, a laboratory, and rooms equipped for typing and drafting. It was built in 1958 with funds contributed chiefly by interested persons and business firms in Greensboro.

CHARLES A. DANA SCIENCE HALL is a three-story brick building adjoining the Education Building. It has completely equipped laboratories for physics, chemistry, and biology as well as special facilities for the teaching of languages, and arts and crafts. It also houses the computer center, containing an IBM 1620 model computer and a teletype tie-in to an IBM 360-75 model. Completed in 1960, it is named for Charles A. Dana, whose generosity, with that of Greensboro citizens interested in maintaining education especially planned for the Greensboro area, made its erection possible.

II

the academic program



The academic program at Guilford College proposes to provide the student with a sense of his cultural heritage, open to him the broad range of ideas and modes of experience represented in the various disciplines, and equip him to think cogently and creatively. The basic program is interdisciplinary, flexible, and focuses on the critical problems and issues facing man in the contemporary world. The separate disciplines are integral phases of this program and build specialized professional competence on a liberal arts foundation.

Liberal education demands an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It demands equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

Degrees

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees, based on a total of one hundred twenty hours of academic work completed with a C average. The course of study is described below, and specific graduation requirements are listed in Chapter V. In addition, the college offers a program of graduate study in religion leading to the Master of Arts degree, based on thirty hours of advanced work, oral and written examinations, and a master's thesis. This program is described in full in Chapter VI under Religion. A two-year program in business education taught at the Downtown Campus leads to the Associate of Arts degree. For details see Chapter VI under Business Education.

The Freshman Year

The impact of the freshman year on the student is likely to be crucial to his success in college and his direction in life. For this reason Guilford has created a freshman program emphasizing variety in methods of study and relevance to contemporary concerns.

Man in the Twentieth Century

This two-semester course, required of all freshmen and carrying twelve hours credit, is a study of the problems of man in the twentieth century. Taught by a team of eight faculty members, the course consists of lectures, films, small discussion groups, assigned papers, and some independent study. The immediacy of the problems investigated should stimulate the student's interest in and concern for man, and give direction and meaning to all his studies.

The first semester deals with man in his environment, emphasizing the nature of human conflict and the scientific and technological aspects of man's existence. Moral, human, and cultural concerns are examined within the framework of the impact of science on man's environment and on man himself. The basic theme, an exploration of the human ecosystem, will be particularized in such topics as overpopulation, conflict and aggression in human societies, exhaustion of natural resources, urbanization, genetics, and the problems of youth in modern society.

The second semester continues the same basic theme, concentrating on man's identity and the moral, social, political, and economic problems that confront him in the twentieth century. Special attention is given to the questions of race, poverty, morality, and authority in American society.

The English Requirement

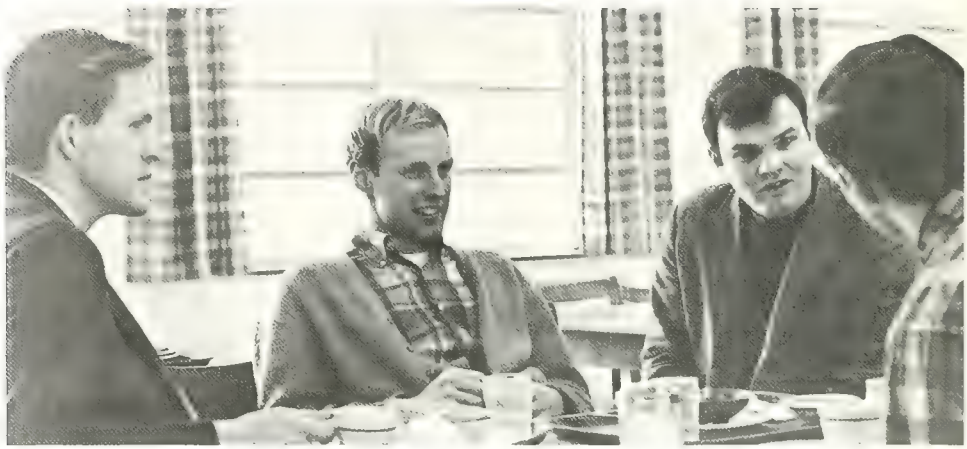
The purpose of English 101-102 is to develop the student's sensitivity to and critical understanding of literary art through varied reading and discussion. Questions of meaning and form are approached through intensive study of literary genres, and techniques of critical writing are emphasized. English 105, taught by the library staff, introduces the student to library resources and research techniques.

The Language Requirement

The focus of the language program is on the insights gained from studying the culture of a foreign people as expressed in its own literature and history. A series of introductory courses equips the student to take the required 200-level culture course. He may elect to continue the language studied in high school or begin a new language, choosing among: French, German, Greek, Latin, Russian, and Spanish.

Freshman Seminars

Each year a limited number of freshmen interested in the seminar approach may study on a pass-fail basis special topics proposed by faculty members. These seminars vary widely in specific content, but all feature a serious attempt to identify an area of study, evolve appropriate methods of investigation, and develop productive dialogue and discussion. Recent topics include The Peace Theme in Drama: Fifth Century Athens and Twentieth Century Europe; Religion and Science; and Existentialism and Modern Literature.



Electives

A student continuing his high school language and not yet involved in a major program may elect as many as two three-hour courses during the freshman year. Although he may wish to satisfy some of the sophomore requirements, he is urged to try at least one course in an unfamiliar area, which will broaden his interests and provide a better basis for his choice of major.

The Sophomore Year

The sophomore year involves the student in more intensive investigation of the separate disciplines. Most departments stress not only the concepts and techniques peculiar to their field, but also its relationships with other approaches to knowledge. The student should gain from this year an awareness of the variety of human experience and achievement and the range of possible choices in majors and careers.

The History Requirement

The history requirement may be met by any one of the following three-hour courses.

History 113—Modern Europe to 1815
History 114—Modern Europe since 1815
History 201—Western Civilization
History 221—The United States to 1877
History 222—The United States since 1877

The Philosophy Requirement

The philosophy requirement may be met by any three-hour course except Philosophy 190, 226, and those courses having prerequisites which they cannot satisfy.

The Religion Requirement

Ordinarily students will meet this requirement by Religion 201—The Judaeo-Christian Tradition. Students who have a special interest and the necessary background may substitute any other three-hour course with the consent of the instructor and their adviser.

Fine Arts Electives

The student must select one three-hour course from the following.

Fine Arts 204 or 205—History of Art
Fine Arts 301—Comparative Arts I
Music 211—Music and the Cultural Heritage
Music 411 or 412—Music History

Science Electives

The student must select one three-hour course from the following.

Astronomy 207—Descriptive Astronomy
Biology 113—General Biology





Chemistry 111—Elementary Physical Chemistry
Geology 221—Physical Geology
Geology 222—Historical Geology
Physics 111—General Physics

Social Science Electives

The student must select two three-hour courses from the following. The two courses must be taken in two separate fields outside the major department.

Economics 221 or 222—Principles of Economics
Economics 223—Law and Society
Economics 224—Law and Economics
Political Science 101—The American Political System
Political Science 102—Political Systems of Western Europe
Political Science 201—Introduction to International Relations
Psychology 200—General Psychology
Psychology 222—The Psychology of Childhood
Psychology 226—The Psychology of Adolescence
Psychology 232—Personality
Sociology 200—Principles of Sociology
Sociology 215—Introductory Anthropology
Sociology 220—Social Problems
Sociology 224—Marriage and the Family

The Junior Year

During the junior year the student will concentrate most of his efforts in the major and related fields. In addition, he will go beyond the basically Western orientation of traditional education by investigating various aspects of the non-Western world. Non-Western studies courses are presently offered in the departments listed below, and other departments have additional courses under study.

Non-Western Studies Electives

In addition to his major program and general college requirements, the student must select two three-hour courses from the following:

Drama 300—Oriental Drama
Economics 433—Economic Growth and Development
Economics 434—Comparative Economic Systems
History 225—Cultural History of Latin America
History 302—Non-Western Civilization

History 315—A History of Africa
History 335—The Far East to 1800
History 336—The Far East since 1800
Philosophy 395—Eastern Philosophy: India
Philosophy 396—Eastern Philosophy: China and Japan
Political Science 300—Asian Political Thought
Political Science 331—Government and Politics of Southeast Asia
Religion 202—Non-Western Religions
Sociology 225—The Cultural History of Latin America

The Major

The choice of a major is obviously one of the most serious decisions facing the student, since both the nature of his college experience and the direction of his life are involved. The student is encouraged to explore a variety of fields and examine thoughtfully his own talents and purposes before coming to a decision. A student who has already reached a decision before entering, however, will be able to begin major courses as early as the freshman year. Students in the sciences are encouraged to postpone some of the sophomore requirements in order to take major courses in the necessary sequence.

Most major programs are limited to thirty hours. For specific requirements and departmental regulations, see Chapters V and VI. Guilford offers major programs in the following fields.

Art	Mathematics
Biology	Music
Chemistry	Philosophy
Economics	Physical Education
Elementary Education	Physics
English	Political Science
French	Psychology
Geology	Religion
History	Sociology
Management	Spanish

Related Fields

Appropriate related fields for each major program are suggested in the departmental listing in Chapter VI. Students should consult with their advisers in selecting related courses suited to their individual plans and interests. Courses may be chosen from the major areas listed above or

from the following non-major programs.

Classics	Greek
Drama and Speech	Italian
Fine Arts	Latin
Geography	Russian
German	

Reading Courses

A student who has attained a B average (2.00) may with departmental permission register for a number of courses in the curriculum as reading courses. The student and the faculty member directing his study will work out a reading list and topics to be studied independently. To obtain credit, the student must make a satisfactory showing on a three-hour written examination and an oral examination conducted by two members of the faculty.

The Senior Year

In the senior year several opportunities for advanced independent work are open to the serious and mature student. Independent study, the writing of a senior thesis, and departmental honors serve as a satisfying climax to his undergraduate experience, and at the same time prepare him for the demands of graduate work. These courses are available only by departmental approval, and interested students should consult with the chairman of their major department.

Independent Study

The nature of independent study necessarily varies according to the major field, but the essential element is the student's initiative in shaping the terms of his investigation and in evaluating its results. The program must be approved in advance by a faculty adviser who is available for consultation throughout the project.

Senior Thesis

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper will be determined by the major department according to professional standards. The thesis should represent both serious research and independent thought.

Departmental Honors

Most departments offer to students with a 2.50 average in the major an

honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Curriculum II

Students who in their first two years have demonstrated intellectual talent, imagination, and self-direction as well as a high level of academic achievement, may apply for entrance to Curriculum II. This program enables qualified students to pursue their studies semi-independently under the general supervision of their major professors during the junior and senior years. It is especially effective in preparing professionally oriented students for rigorous and demanding graduate schools.

Six hours of non-Western studies must be taken in the junior year, and all courses in the curriculum are open for attendance. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, with oral and written examinations in the major and the writing of a thesis.

The Summer School Program

Two five-week summer terms are sponsored jointly by the Greensboro Tri-College Consortium and its member institutions, Bennett, Greensboro, and Guilford Colleges. Held on one of the three campuses, the summer session is designed primarily for students who wish to accelerate their programs and complete work for the degree in less than four years. A number of required freshman courses are offered so that incoming students who would like to begin their college work early may enroll for a summer term. Courses in education are offered, and teachers or prospective teachers can secure the course work or the practice teaching which they need to meet certification requirements.

A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation.

Students from other than the consortium colleges who wish to enroll for the summer term are required to include permission from their dean or registrar with their application. Information concerning summer programs is contained in a summer school catalog printed early in the spring. Address requests to the Director of Admissions.

Curriculum Synopsis

1st Sem.		*2nd Sem.*
	FRESHMAN YEAR	
6	Man in the 20th Cent.	6
3	English 101-102	3
3	Language 103-104	3
3	Elective/Seminar	3
1	English 105 (Library)	
1	Physical Education	1
17		16
	SOPHOMORE YEAR	
3	Religion & Philosophy	3
3	History & Fine Arts	3
3	Language & Science	3
3	Social Sciences	3
3	Major Field	3
1	Physical Education	1
16		16
	JUNIOR YEAR	
3	Non-Western Studies	3
6	Major Field	6
3	Related Field	3
3	Electives	3
15		15
	SENIOR YEAR	
6	Major Field	6
6	Related Fields	6
3	Independent Study and Thesis/Electives	3
15		15

MATH OR SCIENCE MAJOR

1st Sem.		*2nd Sem.*
	FRESHMAN YEAR	
6	Man in the 20th Cent.	6
3	English/Language	3
3/4	Major Field	3/4
3/4	Major/Related Field	3/4
1	English 105 (Library)	
1	Physical Education	1
17/19		16/18
	SOPHOMORE YEAR	
3	English/Language	3
3	Religion & Philosophy	3
3	History & Fine Arts	3
3/4	Major Field	3/4
3/4	Major/Related Field	3/4
1	Physical Education	1
16/18		16/18
	JUNIOR YEAR	
3	Non-Western Studies	3
3	Social Sciences	3
3	Language & Science	3/4
3/4	Major Field	3/4
3/4	Related Field/Electives	3/4
15/17		15/17
	SENIOR YEAR	
3/4	Major Field	6/8
6/8	Related Fields	3/4
3	Electives	3
3	Independent Study and Thesis/Electives	3
15/18		15/18

III

student life and services



A college is a place for coming of age, a place where the student not only discovers his identity but creates it through involvement in challenging ideas, activities, and personal relationships. The quality of campus life should reflect the basic aims and standards of the college, promoting the individual student's search for meaning in his own life.

The campus is a part of the total human community, and campus life demands of the student a sense of responsibility for his own actions and an awareness of his role in society. Guilford College students express awareness through student government on campus as well as through various programs of off-campus involvement. The quality and intensity of student involvement provides a valuable index of the success of the whole educational undertaking.

Student Government

The Student Legislature

Student government on the Guilford campus is carried out by the Guilford College Student Legislature, which acts in behalf of students and college interests. Modeled after the government of the United States, it consists of three branches: legislative, executive, and judicial.

EXECUTIVE The Executive Council consists of the president, vice president, secretary and treasurer of the Student Legislature. These officers are elected by the student body annually in the spring election.

LEGISLATIVE The Student Legislature is made up of the Executive Council, the Financial Committee, the Men's Interdormitory Government, the Women's Student Council, the Honor Board, the Day Student Committee, the College Union, the class presidents, and district representatives from the college residence units. This body is vested with the power to make rules and regulations pertaining to the student body as a whole and to coordinate and direct the several subsidiary organizations of the government.

JUDICIAL The judicial duties and powers of the Student Legislature are vested in the Women's Student Council, the Men's Interdormitory Government, and the Honor Board. These organizations have jurisdiction over all infractions of rules as set forth by their individual constitutions. The Student Affairs Committee, composed of faculty, student and administration members, hears infractions referred by these judicial boards. Cases acted upon by any of the judicial bodies may be appealed to this committee, which has final jurisdiction in all situations which involve a recommendation for suspension, dismissal, or probation.

Women's Student Council

The Women's Student Council is a subsidiary of the Student Legislature geared to serve the women students. It is composed of representatives from each class elected within the dormitories and of two day student representatives. The W.S.C. acts as a liaison between the women students and the administration. It promotes dorm activities and interaction and unity among all women students. Its primary purpose is to further the morale of the women students and to encourage character, leadership, and service. Activities sponsored by the W.S.C. include a Christmas party for underprivileged children, faculty bake sales, fashion shows, dorm parties and picnics.

Men's Interdormitory Government

The Men's Interdormitory Government is a division of the Student Legislature made up of two basic units: the individual dormitory governments and the interdormitory council. The representatives of the government are elected by the members of the various sections within the dormitories. The purpose of the Men's Interdormitory Government is to maintain within the men's resident student body a harmonious and helpful relationship, conducive to learning and maturing.



The Honor Board

The honor system is a program through which students safeguard and promote the ideals of their college through corporate and individual attitudes and action. The Honor Board, composed of student representatives chosen by the student body in the annual election and three faculty advisers, is charged with administration of the honor system as it applies to academic work and infractions involving lying or stealing.

The Financial Committee

The Financial Committee of the Student Legislature is the budgetary committee of the student body. The duties of the Financial Committee are to determine the student activities fee paid by each full-time student, to determine the funds which are allocated to each campus organization, and to serve as a standing committee in the Student Legislature. The treasurer of the Student Legislature serves as chairman of the Financial Committee. Six other members elected by the Student Legislature serve on the committee.

The Guilford College Union

The College Union is a part of the educational program of the college. Through its various boards and committees, it provides a social, cultural, and recreational program aiming to coordinate free time activity with education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

Included in the College Union's functions are such activities as dances, concerts, films, homecoming, lectures, exhibits, programs by performing artists, and other cultural and recreational activities as well as the college calendar and collegiate and intercollegiate tournaments.

The Day Student Committee

The Day Student Committee holds regular meetings; its members participate in intramural activities and in other campus organizations and are represented in the Student Legislature. Its aim is to strengthen the bonds between commuting students and overall campus life.

Departmental Clubs

BIOLOGY CLUB This organization, open to all science majors, presents programs on various aspects of science and provides a forum for discussion of contemporary scientific questions. It also provides hospitality for scientists visiting the campus.

BIOPHILE CLUB The principal purpose of this club is to promote interest, appreciation, and knowledge of living organisms in their native environment and in captivity. The group participates in an educational program of movies, lectures, demonstrations and field trips.

FOREIGN LANGUAGE CLUBS These clubs, French, German, Russian, and Spanish, are sponsored by the Foreign Language Department. Each club seeks to cultivate interest in the history and the culture of the nationality studied and to increase understanding of its spoken language. The French Club sponsors an annual inter-language caroling at Christmas time.

FUTURE TEACHERS OF AMERICA The future teachers' organization promotes interest in professional education and provides opportunity for prospective teachers to add to their preparation.

INTERNATIONAL RELATIONS CLUB This group considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems.

PHI ALPHA THETA Phi Alpha Theta is an honorary history society whose purpose is to promote interest in history. Students are eligible for membership when they have completed twelve hours of work in history and have given evidence of interest and satisfactory scholarship.

POLITICAL SCIENCE CLUB Sponsored by the Political Science Department as a part of its major program, this club provides an opportunity for students to meet with candidates, policymakers, and others involved in the practical end of politics. Monthly meetings are open to political science majors and other interested individuals.

The Performing Arts

A CAPPELLA CHOIR This concert choir, organized in 1929, makes many local appearances as well as an annual tour throughout the eastern United States. Its program offers opportunities for training in various types of music, particularly sacred music from the 15th century through the 20th, and for stimulating contact with varied audiences and communities on tour. Membership in the choir is open to all students, but participation in public performances is at the discretion of the director.

GUILFORD COLLEGE COMMUNITY CHORUS This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927. Membership is open to all students,

faculty, and others who enjoy participating in the performance of these great works.

PIPES AND DRUMS OF GUILFORD COLLEGE This student-faculty group of bagpipers, drummers and highland dancers was organized in 1964. The Pipes and Drums are among the dozen collegiate pipe bands in the country and perform at various functions on and off campus.

BAND ASSOCIATION This group was organized to increase the knowledge of good music and encourage active participation in musical performances. It also seeks to build school spirit and morale.

FINE ARTS CLUB Students who take applied music subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds regular meetings and lesson periods as well as social occasions.

FINE MUSIC BROADCASTING SOCIETY The purpose of this organization is to maintain and operate an FM radio station licensed to Guilford College by the Federal Communications Commission, to promote an interest among the student body in fine quality broadcasting, and to provide an educational service to the people of Guilford College and the surrounding area.

THE REVELERS The Revelers present two or more major dramatic productions each year. Other activities include one-act plays and film production, exchange performances with other colleges, and participation in state and regional dramatics competitions. Membership in the Revelers is open to all Guilford students on the basis of participation in all phases of dramatic production. Members of the Dramatics Council, the executive body of the Revelers, are elected on the basis of a point system.

ALPHA PSI OMEGA—PI THETA CHAPTER Alpha Psi Omega is a national dramatics fraternity honoring achievement in college theater. Students become eligible for membership by acquiring points awarded for participation in college productions.

Cultural Opportunities

THE CONVOCATIONS PROGRAM Guilford College has a long tradition of presentation of weekly programs in music, the arts, and public affairs. These programs are provided for the benefit of the student body and

faculty as a part of the educational experience at Guilford College. Attendance is urged but not mandatory. On occasion, however, the administration, faculty, and student government may need to gather the entire student body together to consider matters of common concern.



These convocations are announced in advance, and all students are required to attend.

PIEDMONT UNIVERSITY CENTER LECTURES Through membership in the Piedmont University Center, formed by nineteen North Carolina institutions of higher learning, Guilford College participates in a cultural and educational program providing lectures by outstanding scholars, art exhibits, films, and presentations by artists and performing groups. By combining the resources of its lecture series with those of the Piedmont University Center, Guilford College is able to provide exceptionally fine programs which enrich and deepen the education of its students.

DEPARTMENTAL LECTURES Each year the History Department sponsors the Algie I. and Eva M. Newlin History Lecture, which is given by an outstanding historian. Other departments sponsor special lectures and programs relating to particular courses or aspects of the field. These lectures are ordinarily open to the student body and to interested townspeople.

THE GUILFORD COLLEGE SYMPOSIUM The Guilford College Symposium, a three-day program under the direction of a student-faculty committee, provides an opportunity for college and community to consider some of the larger issues facing the United States. The lectures are presented in one morning convocation and three evening sessions and given by nationally known leaders. Topics have included: U.S. Policy in Southeastern Asia (1966), The U.S. Image in the World Community (1967), Student Activism and Dissent (1968), and Innovational Education in a Time of Social Change (1969).

Campus Publications

THE GUILFORDIAN This weekly newspaper is printed for and by the students of Guilford College. Through its articles, columns, and letters to the editor, this publication serves as a forum for faculty and student opinion. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a faculty-student publications board, gain practical journalism experience in writing, editing, layout, and publishing.

THE QUAKER The college yearbook is compiled by the students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

THE PIPER Published annually by the Guilford College literary society, this magazine features original poetry, prose, and drawings contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

THE STUDENT HANDBOOK This handbook, issued through the office of the Dean of Students, provides detailed information on student government, organizations, activities, and regulations. The handbook defines the opportunities and responsibilities of student participation in campus life.

Religious Activities

Several organizations have been formed to encourage students to take an active and personal part in the religious life of the campus. The Student Christian Association, a fellowship for worship, study, and serv-

ice, is open to all students. This group plans many of the religious programs on the campus, including a religious emphasis week. Other organizations which serve the religious interests of students are Young Friends and Inter-Varsity Christian Fellowship. Several denominational groups, such as the Wesley Foundation, are active on campus.

Students are encouraged to become associated with the local church of their preference in order that they may continue active roles in church life. Discussion groups for college students are held at New Garden Friends Meeting and at other churches in the college area.

Community Involvement

Many students recognize the importance and value of participation in the larger world of which the campus is a part. Guilford College encourages its students to interrelate the classroom and the surrounding Greensboro community. Students express their desire for involvement through active participation in such programs as the Greensboro United Tutorial Service (GUTS), volunteer work with social agencies and community organizations, scouting, and church youth groups. Students also gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus.

Leadership Recognition

ALPHA PHI OMEGA—PI NU CHAPTER The purpose of Alpha Phi Omega is to develop leadership, to promote friendship, to provide service to humanity, and to further the freedom that is our national, educational, and intellectual heritage. Membership in Alpha Phi Omega is open to any male student regularly enrolled at Guilford College. To be selected, the prospective member must show an earnest desire to render service to others and must maintain a satisfactory scholastic average.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES Membership is limited to seniors who have maintained a 1.25 cumulative quality point average and have contributed outstanding service to the college community. Members are elected by the student body and the faculty.

ALUMNI AWARDS The Guilford College Alumni Association presents four awards each year to students who have displayed leadership in various phases of campus activity. An Undergraduate Athletics Award and a Senior Athletics Award are given to men students for outstanding

performance in the college athletics program. An Undergraduate Achievement Award and the Key Senior Award are presented to students who have made exceptional contributions to the campus community.

Special Interest Groups

BROTHERS AND SISTERS IN BLACKNESS (BASIB) BASIB was organized by the Guilford black student community with a two-fold purpose: (1) to



promote black unity by providing the students with an opportunity to rediscover, nurture, and project a new black identity, and (2) to add a most necessary black perspective to all phases of campus and community life. Both purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

Recreation and Athletics

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating and satisfying, and socially sound. Its major goal is to correlate and integrate athletics with the total educational program. Every effort is made to provide opportunities for all students to participate in a program of sports instruction and activities and in intramural and intercollegiate competition.

INTERCOLLEGIATE SPORTS Guilford, as a member of the Carolinas Conference and the National Association of Intercollegiate Athletics, sponsors intercollegiate teams in eight sports: football, basketball, baseball, tennis, golf, soccer, wrestling, and track.

INTRAMURAL SPORTS Guilford has a well-balanced intramural program for both men and women. Participation and competition are by residence hall divisions.

MONOGRAM CLUB The Monogram Club is composed of athletes who have won letters in one or more major sports and who have maintained a satisfactory scholastic average.

WOMEN'S RECREATION ASSOCIATION In cooperation with the Department of Health and Physical Education for Women, the Women's Recreation Association conducts extra-curricular sports on an intramural basis throughout the year, organizes tournaments on an inter-class basis in team and individual sports, affords extra-mural competition through occasional play-days and sports days, sponsors co-recreational tournaments in tennis and badminton, and co-sponsors May Day. All women students are eligible for membership in the association and may qualify for awards.

CHEERLEADERS The purpose of this organization is to promote school spirit and to encourage participation at athletic events.





Student Services

Health Service

Several months before the date of entrance, each incoming student is required to forward to the Director of Admissions the report of a physical examination made by his physician and a certificate of vaccination for polio. These reports are made available to the resident nurse. Regular office hours are posted and the nurse is on call for emergencies. Students who are ill will be removed to the infirmary by the direction of the nurse.

There is no infirmary charge for the first five days of an illness. The medical fee covers medicine and treatment for ordinary exigencies but does not cover visits from a physician or calls at his office. For statements of fees and the cost of students' medical and accident expense reimbursement insurance see Chapter IV.

Students who find it necessary to miss classes because of illness should consult the nurse before the time the class meets in order to obtain an official excuse.

Orientation

To help new students become acquainted with the faculty, the campus, rules and expectations, Guilford College conducts an orientation program preceding the opening of classes for all freshmen and transfer

students. All new students are expected to report to campus at the designated time for orientation.

A complete outline of this program is mailed to all students during the month preceding actual arrival on the campus. The Freshman Advisory Council, made up of selected upperclass students, forms a special staff of counselors to new students during this period.

Counseling Services

Guilford endeavors to promote successful adjustment to life and work on the campus on the part of all individuals admitted to the student body. Counseling in relation to personal adjustment, educational plans, and vocational objectives is regarded as an important phase of the college's service to all students.

Academic Advisers

Extensive guidance is given to freshmen as they begin their college experience. Selected faculty members working cooperatively with the Dean of Students serve as general advisers to students who have not decided upon a field of concentration. Freshman and upperclass students who indicate a major field of interest are assigned to a departmental adviser who assists the student in planning his academic program and follows his progress throughout his college career.

Personal and Vocational Counseling

Specialized counseling services are provided by members of the Student Personnel Department under the direction of the Dean of Students. Counseling and testing are available to students in the areas of personal and emotional problems as well as vocational choice. Psychiatric referral is also available.

Placement Service

Guilford College offers a placement service to graduating seniors and alumni to assist them in securing suitable positions. Representatives from a number of schools and business firms visit the college in the spring to interview students interested in teaching or in other careers. Appointments are made through the Office of Student Personnel. Information on part-time employment during the school year is available through this office, which also handles summer job opportunities.

IV

admissions, fees, and student aid



Guilford College considers its admissions policy a primary instrument in creating and sustaining a vital academic community. Therefore, it seeks in candidates for admission those qualities of character, intellectual capacity, and social awareness which will enable the student to participate fully and responsibly in the academic program and in campus and community life. Varied activities enrich the student's college experience, provide opportunities for personal growth and fulfillment, and bring together students with common talents and enthusiasm.

In order to promote a more varied and stimulating exchange of ideas, the college actively seeks a student body representing many areas of the United States and foreign countries and varied economic, social, religious, and racial groups. The college is also concerned to include in each class the sons and daughters of alumni and members of the Society of Friends.

Selection

Each Guilford student is selected as an individual. The Admissions Committee considers first the past achievement of the applicant as demonstrated by his high school grade average and rank in class, and his academic potential as indicated in the Scholastic Aptitude Tests. Intellectual capacity must be the basis for higher education; it does not, however, define the whole person, and it is the whole person that Guilford's program hopes to reach.

The committee will select among academically qualified students those whose particular background or talents will enrich the educational experience of the group and those whose energies and concern promise constructive leadership and service in their future careers and in society as a whole. These special qualities can best be evaluated through letters of recommendation and the personal interview which students are urged to arrange.

Secondary School Preparation

A student who desires to attend Guilford should take at least sixteen credit units in high school, twelve of which should be in academic subjects. It is recommended that four units be earned in English, three or four in mathematics, one to four in the social sciences, one to four in the natural sciences, and two to six in a foreign language. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program.

In addition to his course work in high school, the prospective student is urged to read widely outside of class, broadening his general background and his acquaintance with contemporary issues. He is also urged to increase his competence in writing, developing the ability to express his ideas accurately and coherently. Increasing his general knowledge and writing skills will not only improve his chances of acceptance at Guilford but will also contribute greatly to his success in college work.

Entrance Tests

In order that the Admissions Committee may better evaluate the potential of a prospective student, he is expected to take the Scholastic Aptitude Tests and have his scores sent directly to Guilford College. These tests, administered by the College Entrance Examination Board, are usually taken in May of the junior year and again in December of the senior year. In addition it is recommended that one or more of the College Board Achievement Tests be taken. Although these Achievement Tests are not required by Guilford, the scores are helpful in evaluating a student's record. A student is advised to take those Achievement Tests for which he feels his high school program has best prepared him.

The Personal Interview

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons every prospective student is cordially invited and encouraged to visit the campus if it is at all possible. To arrange for a personal interview and a campus visit, write or call the Director of Admissions.

Application Procedure

Inquiries concerning admission to Guilford College should be addressed to the Director of Admissions, Guilford College, Greensboro, North Carolina 27410.

An application for admission will be considered as soon as all of the necessary material is received in the Admissions Office. The material needed is (1) the application itself and a $10.00 application processing fee, (2) a secondary school transcript, (3) results from the Scholastic Aptitude Tests, and (4) two letters of recommendation. These items should be in the Admissions Office by April first for the fall semester, and by December first for the spring semester. Students will be informed of their acceptance within three weeks after the completed application has been received.

Upon acceptance by Guilford a reservation deposit of $100.00 is due. The amount will be applied to the first payment of college fees, or refunded if the student withdraws his application before April first.

Early Decision Plan

In order to eliminate the necessity for students to file applications for admission to several colleges, and to reduce the anxiety of many college-bound students regarding acceptance by colleges, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by December first of their senior year rather than the following spring.

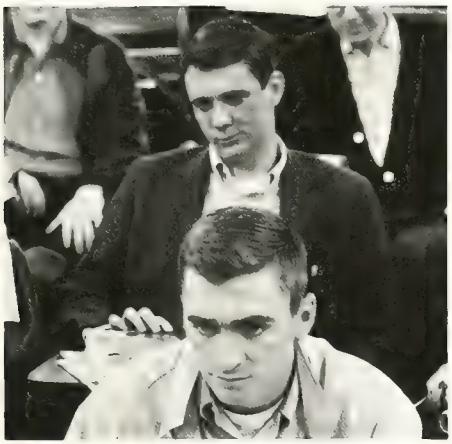
Students applying under the Early Decision Plan should rank in the upper one-fourth of their class after their junior year in high school; they should score over 500 on both the verbal and mathematics parts of the Scholastic Aptitude Test; and they should have the unqualified recommendation of their high school principal or counselor.

To apply to Guilford under the Early Decision Plan a student should take the Scholastic Aptitude Tests during his junior year in high school, and submit his application by November first of the senior year. Under this plan the student agrees to apply to no other college until a decision is reached by Guilford, and if accepted he agrees to let Guilford know his decision regarding matriculation by paying the $100.00 reservation deposit within two weeks after his notification of acceptance. This deposit is not refundable.

Advanced Placement

Freshmen may apply for advanced standing or placement in a particular subject area if they have taken college-level courses in high school and the advanced placement tests offered by the College Entrance Examination Board. Placement and credit decisions are made by the departments concerned. Every effort is made to place students in the most advanced courses for which they are qualified.

All freshmen are tested for proficiency in a foreign language and are placed at a level determined by the results of this test. For further information about language placement and requirements, see Chapter VI under Foreign Languages.









Transfer Applications

There are generally between twenty and thirty openings each year for qualified transfer students from accredited and approved colleges and universities. Most of these transfers enroll in the spring semester.

In order to transfer to Guilford, a minimum of a C average is required on all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student is transferring and the type of courses he has taken at that institution. If the applicant has attended a junior college it is recommended, but not required, that he hold the Associate of Arts degree.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the $10.00 application processing fee, (2) a transcript from every high school and college attended, indicating a cumulative quality point average, (3) results from the Scholastic Aptitude Tests (scores earned while in high school are acceptable), and (4) a letter of recommendation from the Academic Advisor or the Academic Dean at the school the student last attended. For information concerning transfer of credit, see Chapter V.

Readmission

A student who has withdrawn or been suspended from college is not automatically readmitted. All those who wish to re-enroll should file a regular application with the Director of Admissions. For information concerning readmission of currently enrolled students, see Chapter V.

TUITION AND FEES — 1969-1970

For the Academic Year of Two Semesters	*Day*	*Hobbs*	*1968 Dorm*	*Other Dorms*
Tuition	$1200.00	$1200.00	$1200.00	$1200.00
Special Fees	170.00	170.00	170.00	170.00
Room and Board	—	700.00	855.00	810.00
	$1370.00	$2070.00	$2225.00	$2180.00
Student Activity Fee	44.00	44.00	44.00	44.00
	$1414.00	$2114.00	$2269.00	$2224.00

Fees are subject to change with notice.

The following additional expenses are payable upon registration. For further information see Explanation of Fees below.

Automobile Registration	$10.00
Medical and Accident Insurance	21.50
Key Deposit	2.00
Linen Deposit	5.00

Other Fees

Fee Per Credit Hour—charged for all part-time work (fewer than 12 semester hours) and extra credit hours (more than 18 hours)	$40.00
Audit Fee (per credit hour)	20.00
Registration Fee (part-time students only)	10.00
Change of Registration Fee	2.00
Late Payment Fee	10.00
Late Registration Fee	10.00
Graduation Fee	12.50

Laboratory Fees

Art 101, 102, 201	$ 6.00
Astronomy 207	10.00
Biology 113, 114, 223, 224, 331, 332, 333, 336, 337, 338, 441, 442, 443	5.00
Biology 222	10.00
Biology 221, 334	15.00
Biology 444	30.00
Biology 445 (Oceanography)	50.00
Business Education 111, 112, 115, 118	8.00
Chemistry 111, 112	10.00
Chemistry 220, 221, 222, 223, 224, 331, 332, 470	15.00
Education 328	2.00
Education 400	50.00
Geology 221, 222, 312, 415	5.00
Geology 427	10.00
Geology 311	15.00
Psychology 301, 302, 340	5.00

Music Fees

(All fees for one academic year—two semesters)

Piano 131 through 432	
two hours credit each semester	$170.00
Piano Class 133 through 334	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instruction in Piano or Organ	
one hour credit each semester	100.00
two hours credit each semester	200.00
Private Voice 141 through 442	
one hour credit each semester	100.00
two hours credit each semester	200.00
Voice Class 143 through 334	
one hour credit each semester	85.00
two hours credit each semester	170.00
Instrument Class Lessons	
one hour credit each semester	85.00
two hours credit each semester	170.00
Private Instrument Instruction	
one hour credit each semester	100.00
two hours credit each semester	200.00
Use of Practice Room with Piano	
six hours per week	20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	30.00
Rental of Orchestral Instruments	24.00

Explanation of Fees

STUDENT ACTIVITY FEE The student activity fee is assessed to cover the budgets of certain student organizations in which every student may participate or from which he receives benefits. The budget must be adopted by at least a three-fourths vote of the entire student body.

KEY DEPOSIT A key deposit of $2.00 is required of all resident students. The deposit is refundable when the student gives up his room and returns the original key.

AUTOMOBILE REGISTRATION For further information on motor vehicle registration and regulations, see Chapter V.

LINEN SERVICE Pillow cases, sheets, and towels are furnished by the linen service. A $5.00 deposit is paid to the linen service representative and will be refunded upon return of linens when the student leaves school.



MEDICAL SERVICE The medical fee does not cover the cost of professional services when a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. When ill, students will be removed to the campus infirmary upon the direction of the nurse. The charge is $5.00 per day after the first five days.

Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance ($25.00 deductible). The policy provides up to $1,000.00 medical expenses for each disability. Payment will be made commencing with the 26th dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to $250.00).

The premium for insurance ($21.50) will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

Settlement of Accounts

Registration is not complete until financial accounts are settled. Settlement should be completed before the Business Office closes at 4:00 P.M. the second Tuesday following registration day.

A late payment fee of $10.00 will be assessed against accounts settled after that time. After a period of ten days from said Tuesday, any student whose account has not been settled will be excluded from college.

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

Refunds and Adjustments

The reservation deposit of $100.00 is not refundable but will be applied to first semester charges.

A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of $10.00. For a $2.00 fee students are permitted, with approval of their faculty advisers and the Registrar's Office, to change courses through the second Tuesday following registration day. No financial adjustments are made for changes in registration after this period except in cases of official withdrawal from college by written notice to the Business Office. In these instances refunds or adjustments on tuition paid are calculated on the following basis:

During first week of late payment period	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0

Refunds on room and board paid are calculated from Friday following actual date of official withdrawal. No refunds or adjustments are made on charges other than for tuition, room, and board.

Student Aid

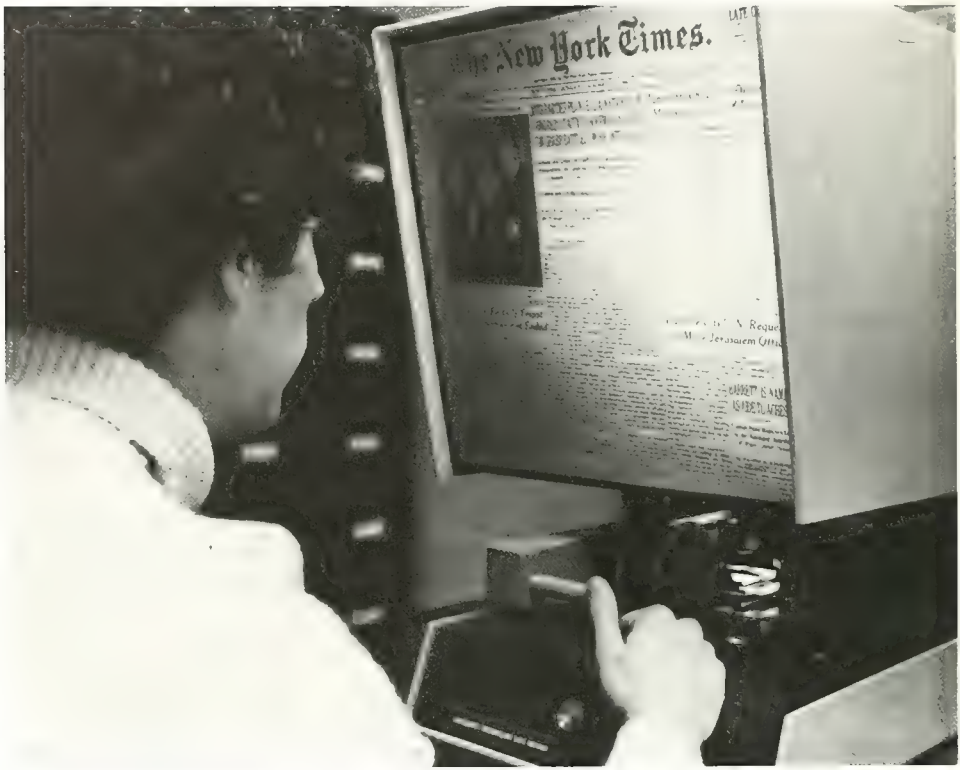
Every student at Guilford College is receiving financial aid, in the sense that his payments to the college cover only about one-half of the actual cost of his education. The college must rely for the rest of its income on endowment funds and on the contributions of alumni and friends of the college.

Even so, there are many well qualified students whose family resources are insufficient to meet the rising costs of college education without special assistance. The Director of Financial Aid and the Financial Aid Committee attempt to identify such students and work out with them realistic programs of scholarships, loans, and work opportunities.

Basis of Awards

The Financial Aid Committee takes into consideration both academic performance and financial need, according to the terms of the particular scholarships available. Freshmen with strong scholastic records should apply for Select Freshman Scholarships or Richardson Fellowships, and will be considered for other grants when possible.

In the case of returning students, Dana Scholarships are awarded to students who have maintained a B average and have contributed to various phases of campus life. A student requesting financial aid must have a cumulative C average and acceptable work for the semester preceding the one for which assistance is requested. All financial aid is awarded for the academic year, but may be removed because of unacceptable scholastic work, gross misbehavior, or undue extravagance.



Scholarship Applications

Applications for scholarships and other financial assistance should be addressed to Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential financial statements submitted through the College Scholarship Service, Box 176, Princeton, New Jersey 08540. Forms may be obtained from the high school counselor or directly from the Scholarship Service. Completed applications should be received by May 15.

Select Freshman Scholarships

Guilford College offers annually to incoming freshmen eighteen scholarships of $1,000 each. Applicants must rank in the top quarter of their high school class and present combined College Entrance Examination Board scores of at least 1200. The applicant's motivation, character, personality, and general attitude will be evaluated in interviews by the Student Aid Committee. Applications should be submitted by January 15.

Dana Scholarships

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College and have a cumulative B (2.00) average. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he continues to meet these criteria.

Aid for Quaker Students

Special grants made possible by Endowment Funds and restricted bequests and gifts are available to any Quaker student who demonstrates need for financial assistance to attend Guilford College. Applications should be made to the Director of Financial Aid.

Other Scholarships

The Financial Aid Committee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extracurricular activities. Funds which make possible the financial aid program of the college are listed at the end of this chapter.

Federal Grants and Loans

Guilford College makes Educational Opportunity Grants (EOG) to students with exceptional financial need who require these grants to attend college. The government-supported program, authorized by the Higher Education Act of 1965, offers grants from $200.00 to $800.00 a year for a maximum duration of four academic years. The amount of aid a student may receive depends upon his need and takes into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Guilford also makes loans from the National Defense Loan Fund. These loans must be repaid within ten years, including 3% interest charges beginning nine months after the student leaves school. No interest is charged up to three years while the borrower is in the armed services, the Peace Corps, or VISTA, and the total amount to be repaid will be reduced 10%, up to 50% maximum, for each year he teaches full time in a public school.

Information on other federal and state grants may be obtained through the Student Aid Office.



Work Opportunities

Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, and in maintenance. Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

Scholarship Funds

Emma G. Booe Scholarship Fund
Edwin P. Brown Scholarship Fund
Cardinal By-Products Co., Inc. Scholarship Fund
Conoway Scholarship Fund
Elwood Cox Scholarship Fund
Mary E. M. Davis Scholarship Fund
Eula Dixon Scholarship Fund
J. Gurney and Thomas C. Dixon Scholarship Fund
Laura Kelley Dobbins Scholarship Fund
Nereus C. and Mae Martin English Scholarship Fund
N. F. and Laura Farlow Scholarship Fund
A. Brown Finch Scholarship Fund
Jessica T. Fogle Scholarship Fund
Franklin G. Frazier Scholarship Fund
John Gurney Frazier Scholarship Fund
Melvina A. Frazier Scholarship Fund
Adalia Taylor Futrell Scholarship Fund
Greensboro Advisory Board Scholarship Fund
John B. Griffin Scholarship Fund
J. R. and Retta E. Hardin Scholarship Fund
Marvin Hardin Scholarship Fund
Alsa C. and Emily S. Howard Scholarship Fund
William Johnson Scholarship Fund
Roxie Armfield King Scholarship Fund
N. Era Lasley Scholarship Fund
William G. Lindsey Scholarship Fund
Nereus and Oriana Mendenhall Mathematics Scholarship Fund
Clyde A. and Ernestine C. Milner Scholarship Fund
James Arnold Mitchell Memorial Scholarship Fund
Algie I. Newlin Scholarship Fund
Leora Sherrill O'Callighan Scholarship Fund
William F. Overman Scholarship Fund
J. Wilmer Pancoast Scholarship Fund
Ellwood W. and Elizabeth Parker Scholarship Fund
Philadelphia Scholarship Fund
Piedmont Sales Executives, Inc. Scholarship Fund
Thomas A. Price Scholarship Fund

Amos and Martha Ragan Family Memorial Scholarship Fund
Herbert Tomlinson Ragan Scholarship Fund
David Troll Rees Music Scholarship Fund
Riverside Manufacturing Company Scholarship Fund
William Lee and Ruth C. Rudd Scholarship Fund
Lucy Stella Schieffelin Scholarship Fund
B. Clyde Shore Quaker Leadership Scholarship Fund
Elvira Lowe Smith Scholarship Fund
Elisha Thomas and Louisa Bradshaw Snipes Scholarship Fund
Ethel Speas Scholarship Fund
Amos Stuart Scholarship Fund
Rachel Farlow Taylor Scholarship Fund
Tripp Scholarship Fund
Vick Scholarship Fund
J. M. Ward Scholarship Fund
Warren Byers Watkins Scholarship Fund
The Western Electric Co. Scholarship Fund
Henryanna Hackney White Scholarship Fund
Clara D. Willits Scholarship Fund
Thomas Wesley Wooten Scholarship Fund

V

college procedures



A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. Both academic and social regulations at Guilford College aim at providing a structured context within which the student is free to go about his business of living and learning. In the play and inter-play of campus activities the individual discovers himself through the discovery of other people, and tests his own ideas and ideals through the challenge of theirs.

Academic regulations serve to define and direct the student's educational undertakings and to supply standards by which he can evaluate his progress. Social regulations serve to protect the welfare and dignity of each member of the community by creating an atmosphere of personal integrity and respect for others.

Standards of Conduct

It is assumed that students entering Guilford will feel a personal responsibility for upholding the ideals of the college and will support the honor system. The use or possession of firearms, fireworks, drugs, and alcoholic beverages on campus is forbidden, as well as any other activity which is illegal or endangers student welfare. Campus regulations are printed in full in the Student Handbook available from the office of the Dean of Students. It is the responsibility of each student to inform himself of all policies and regulations and to abide by them in good faith.

Class Attendance

The importance of class attendance varies with the nature of the subject matter and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Students in all courses are expected to attend announced quizzes

and examinations. Individual faculty members will make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations. No absences are allowed in classes meeting the twenty-four hours before and after vacations. Students who are on probation are allowed no absences except those excused by the deans. Students who terminate regular class attendance will be subject to suspension.

The Pass-Fail Option

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one course each semester on a pass-fail basis. The student meets all of the normal requirements of each course so selected and will receive the normal hours of credit for such a course, but will not receive the regular letter grades. Hours earned apply to the total required for graduation and do not affect quality point averages.

The student must have the instructor's consent to enter the course; once he has decided to adopt the pass-fail option, he will not be able to change his registration. The pass-fail option does not apply to courses required in the student's field of major interest or to any required courses except English 105—General Bibliography. Freshman seminars are offered on a pass-fail basis.

Grading

A student's grades are determined by his daily preparations, participation in class discussions, the quality of his written work, and results of quizzes, quarter and semester examinations. A represents exceptional achievement, B superior, C average, D passing and F failing. Inc. is given for work which has not been completed because of conditions beyond the student's control. An Incomplete not made up by mid-semester of the next regular term becomes an F. W indicates withdrawal within thirty days after the beginning of a term. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Dean of Students may report a grade of W after the usual thirty-day period.

Quality Points

Quality points are given for grades above a D: three per semester hour for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have a C (1.00) average. Cumulative quality point averages are determined by dividing the accumulated quality points by the total number of hours attempted minus hours in courses marked W or WP, the four hours in required physical education, and any hours earned in courses taken on the pass-fail option. When a course is repeated, the additional hours are added to the total hours attempted and the quality points are included in computing the cumulative average. Undergraduates may not repeat for credit any course previously passed with a grade of C or better. Quality point averages are computed at the end of each semester, and include only work done at Guilford College.

Reports and Transcripts

During the regular academic year mid-term progress reports are sent to the student, parents, faculty adviser and Dean of Students. At the end of each term final marks are entered on the permanent record and grade reports are forwarded if fees have been paid.

Every student is entitled to one official transcript of his work, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies should be made to the Registrar by the owner of the record, and should be accompanied by a remittance of one dollar for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.



Class Standing

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by academic semester hours completed, not including physical education credits.

FRESHMAN: Certificate of graduation from an accredited high school with credit for sixteen acceptable units.

SOPHOMORE: The satisfactory completion of twenty-four semester hours toward a degree.

JUNIOR: The satisfactory completion of fifty-four semester hours toward a degree.

SENIOR: The satisfactory completion of eighty-four semester hours toward a degree.

SPECIAL STUDENT: A person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, he must first satisfy the full entrance requirements. A resident student, although classified as a special student, is required to pay the college and student activity fees.

GRADUATE STUDENT: A student who has a Bachelor's Degree and has been admitted to the graduate program.

AUDITOR: A student who attends class and listens to lectures, may participate in class discussions, but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the Business Office.

Every student in the above classifications will be a full-time or part-time student.

FULL-TIME STUDENT: A student who carries at least twelve semester hours.

PART-TIME STUDENT: A student who carries fewer than twelve semester hours. Part-time students must have the consent of the Dean of Students to room in the dormitories.

Eligibility

All full-time students (carrying twelve hours or more) are eligible to participate in all college activities. Part-time students may participate in college activities with the approval of the Student Affairs Committee of the faculty. Rules of the National Association of Intercollegiate Athletics and the Carolinas College Conference determine eligibility for intercollegiate athletics.

Transfer of Credit

To transfer credit, the applicant must present a statement of honorable dismissal, a catalog of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring, including high school transcript and College Entrance Examination Board scores. Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges. Courses to be applied to a major at Guilford College must be approved by the chairman of the major department.

A maximum of sixty academic semester hours and four units of physical education will be accepted from a junior college. Credits for a student transferring from a non-accredited institution are accepted on a provisional basis until validated by the satisfactory completion of thirty hours of work at Guilford College. All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college. The student's quality point average is computed from grades given for work done at Guilford College.

Time Limitation

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted. Credits earned more than ten years earlier must be evaluated by the Academic Dean and the chairman of the major department.

Readmission

All students must apply for readmission by April 15th if they plan to return the following September. Applications received after that date

may be approved if space is available; if not, a later entrance date may be approved.

All freshmen and other students who are entering Guilford for the first time should achieve a quality point average of .40 or more in order to be eligible to register for the second semester. To be eligible for readmission at the beginning of the second year or later, a student must attain the following minimum levels: fewer than forty semester hours attempted, a cumulative quality point average of .60; forty to seventy-five hours attempted, a cumulative quality point average of .80; over seventy-five hours attempted, a cumulative quality point average of 1.00. Averages are computed at the end of each semester.

Those who do not qualify for readmission according to these standards and those previously suspended for academic reasons may reapply through the Admissions Committee after one year's absence. If in the judgment of the committee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he may be admitted on probation for one semester.

Academic Probation

Students who barely qualify for readmission will be classified as probationary students. This applies to students who, with fewer than twenty semester hours attempted, have a cumulative quality point average under .60; with twenty to thirty-nine hours attempted, a cumulative quality point average under .80; and with forty or more hours attempted, a cumulative quality point average under 1.00.

The review of a student's work for the purpose of determining probation and retention will regularly take place on the basis of two semesters of work at Guilford College. The Academic Retention Committee, however, may consider a student's standing at the end of any semester on the recommendation of the Dean of Students or the Academic Dean, in which case a student may be dropped or placed on special probation status at the recommendation of the committee.

Those students readmitted under the condition of probation are believed to be capable of doing acceptable college work; they should confer with their advisers and avail themselves of the tutoring offered by a number of departments in order to make the most of this opportunity to raise their own standards of achievement. Probation students are not permitted unexcused absences from class, and must maintain a C average each enrollment period.

Academic Suspension

Students will be declared academically ineligible to continue at Guilford College when (1) they do not meet the terms specified in their probation, (2) they do not qualify for readmission whether or not preceded by probation. Students who do not attain a C average each term during their probation period are not permitted to register for the following semester. However, they may apply for readmission one year later. Students dismissed a second time for academic reasons may be readmitted only on the recommendation of the Academic Dean and with the approval of the Academic Retention Committee.



Withdrawal

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Dean of Students.

Suspension or Dismissal

The college reserves the right to suspend or dismiss any student at any time when, in the judgment of the proper authorities, such action is advisable. Thus the privilege of attendance may be withdrawn in the case of any student who is unwilling to adjust himself to the institution's regulations and environment. No credit is given for work done during the semester in which dismissal occurs.

Scholastic Honors

The Dean's List

The Dean's List is made up of the names of full-time students who in the previous semester have made a B (2.00) average. Summer school grades are averaged with those of the preceding semester. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes, quarter and semester examinations.

College Marshals

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with a B (2.00) average are eligible. The marshals serve at commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

Dana Scholars

These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year in college but may receive the scholarship at any time after that year and may hold it as long as they maintain a B (2.00) average. They are expected to do a limited amount of paper grading or tutoring or to give other assistance to the faculty, and from time to time are asked to serve as a student advisory committee for faculty and administration.

Scholarship Society

The Guilford Scholarship Society was organized in 1937 (the centennial year of the college) for the express purpose of encouraging and recognizing high academic achievement. Students with quality point averages of 2.50 are eligible for election at any time after their fifth semester; faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford; and honorary members are elected on the basis of published writings.

Departmental Honors

Most departments offer to students with a 2.50 average in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three

members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Graduating Honors

HONORS shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

HIGH HONORS shall be awarded to the senior attaining a quality point average of 2.70.

The Bachelor's Degree

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees. Graduates with majors in biology, chemistry, management, mathematics, and physics are awarded the Bachelor of Science degree unless they request the Bachelor of Arts degree. Majors in psychology and sociology may plan programs leading to either degree. All other majors are awarded the Bachelor of Arts degree.

Requirements for Graduation

Scholastic Average

The student is required to complete one hundred twenty hours of academic work with a C (1.00) average, plus four units of required physical education. Students taking academic courses on a pass-fail basis will qualify for graduation if they maintain a C average on their regularly graded courses. Students graduating under Curriculum II will qualify for graduation if they maintain a C average on courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

Required Courses

Required courses and distribution requirements are described in Chapter II. They make up a total of fifty-five hours, of which all but six hours (non-Western electives) are ordinarily completed by the end of the sophomore year. Four hours of physical education are also required.

Major and Related Fields

A major consists of at least twenty-four to thirty-six semester hours, ordinarily thirty. The total number of semester hours in major and related fields should not be less than fifty-four. Courses which satisfy general college requirements do not carry major credit in some departments. Courses passed with a grade below C cannot be credited toward requirements in a major field. For specific major requirements see departmental listings in Chapter VI.

Residence Requirements

A student must have attended college at least six semesters and two summer terms or the equivalent to be eligible to receive a Bachelor's Degree. A minimum of two semesters' study at Guilford College with the last semester spent in residence is required.

Admission to Candidacy

One semester prior to the time when a student expects to receive his degree he must submit to the Registrar a written application reporting satisfactory completion of all general college requirements below the junior level; a cumulative quality point average of 1.00; and departmental certification of scheduled completion of major requirements and of his ability to express himself verbally.

Students who fail to meet the deadlines established for completion of academic requirements for a degree will receive the degree at the next regular commencement following the successful completion of their work.

The Master's Degree

The Religion Department offers a program of graduate study in religion leading to the degree of Master of Arts. Candidates are required to complete thirty hours of advanced study, to pass written and oral examinations, and to write a thesis requiring original research. For details see Chapter VI under Religion. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

Associate of Arts Degree

Two special two-year programs taught at the Downtown Campus lead to an Associate of Arts degree in either business education or law

enforcement. Most of the courses required are transferable to the four-year degree program. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

Housing Regulations

Students other than those who live in their own homes in or near Greensboro are normally required to live in college residences and to eat their meals in college dining rooms. No allowance is made for meals which the student misses. Students are expected to make payments for meals for their visiting friends to dining room personnel.

Residence Hall Occupancy

All residence halls are closed and must be vacated during the Thanksgiving, Christmas, and spring vacation, and at semester break if a vacation period is designated. No meals are served during these periods.





Residence halls are open during the summer for use only by students enrolled in the summer session. Occupancy is permitted only during the actual term of summer sessions.

Room Reservations

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Dean of Students. Reservations become effective with the signing of the contract if the $100.00 reservation deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Dean of Students.

Returning students should make room reservations during the week following spring vacation. A reservation deposit of $100.00 and signing of a room contract for the year are required to reserve a room. The reservation deposit is to be paid to the Admissions Office by April 15th and is not refundable unless the student is dropped by action of the college.

Assignment of Rooms

Entering freshmen are assigned rooms in the order in which they have been accepted by the college. Upperclass room preferences are honored on the basis of seniority. Students who wish to room together should so indicate at the time of application; their preferences will be honored whenever possible. After arranging for room and board, students are to obtain the consent of the Dean of Students before making a room change. In single rooms and where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent. A key deposit of $2.00 is required on registration.

Furnishings

Each student room is equipped with beds, chests, desks, and desk chairs. Students must provide lamps, waste baskets, pillows, and blankets. Electric blankets are considered fire hazards and are therefore not permitted. A weekly linen service furnishes students with pillow cases, sheets, and towels. A $5.00 deposit is charged each student for linens and is refunded at the end of the year when linens are returned. Students may add additional furniture to their rooms only with the permission of the head resident. Pets are not permitted in residence halls.

Dismissal From Residence Hall

The college reserves the right to dismiss from a residence hall any occupant who is destructive of dormitory facilities or who refuses to respect the property or personal rights of others. In such cases there is no refund of rental paid.

Married Student Housing

A limited number of apartments are available on campus each year for married students. Only full-time students may live in the apartments. The great demand for these facilities makes it necessary to use a waiting list. Arrangements for married students' housing are made through the office of the Business Manager.

Motor Vehicle Regulations

Permission for Guilford students to have motor vehicles at the college or in Greensboro is limited to those who are at least twenty-one years of age or have attained sophomore rank, or to those who commute from their home in or near Greensboro. Where exception to these rules may become necessary, as in some cases of employment, special permission to operate a motor vehicle while in residence at the college may be granted by the Dean of Students. Permission for a student to operate a motor vehicle may be withdrawn at any time by the Dean of Students. Motor vehicles shall include all power-driven vehicles.

Students who qualify for use of a motor vehicle under the conditions stated above must register ownership and/or possession of any motor vehicle, together with its license number, with the Business Office at the opening of the school year, or within three days after the vehicle is brought to Greensboro. The motor vehicle registration fee is $10.00 per year, effective September through August. Registration for summer school only will be $2.50. The registration of additional vehicles by any individual will carry a fee of $1.00 each. Registration may be handled along with all other college registration fees.

Students who operate motor vehicles are required to maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the Student Handbook available from the office of the Dean of Students.

VI

courses of instruction



Odd-numbered courses are ordinarily offered first semester, even-numbered courses second semester. The first digit refers to the year in which the student would normally take the course. Semester hours of credit are indicated by the number following the course title.

ANTHROPOLOGY See Sociology and Anthropology

Art

Associate Professor McMillan
Assistant Professor Roetzel
Instructor Huntley

Through the resources of the Greensboro Tri-College Consortium, the Art Department is able to offer a major program in studio art, with study at Bennett College and Greensboro College as well as on the Guilford College campus. Studio courses are designed to develop a knowledge of and proficiency in the basic skills of two and three dimensional art forms. In addition, art history courses acquaint the student with the major visual forms in which man has expressed his relation to himself, his environment, and his ultimate values.

The major program in art requires thirty hours of course work, including Art 101-102, 201, and 204-205. The following courses will be taken at Greensboro College and Bennett College: Art Structure, Ceramics, Sculpture, Graphics, Crafts, and Commercial Art. At the time of decision for an art major the student will receive a list of works of art and readings for which he will be responsible on the senior comprehensive examination. The senior year will also involve independent study and the submission of a thesis.

All art courses may be taken by the general student as electives or related subjects. Art 204 or 205 is acceptable as a fine arts elective.

ART

101—Painting and Composition I. 3. An introductory course in painting and drawing for beginning students; principles of design and interpretation; basic media explored.

102—Painting and Composition II. 3. Intermediate course for those students wishing to continue studio work. *Prerequisite: Art 101.*

201—Advanced Studio. 3. Problems in the media of the student's choice; classroom work and independent study. *Prerequisite: Art 101-102.*

204—History of Art I (Fine Arts 204). 3. Prehistoric art; traditional Asian art; ancient and tribal African art; European-Classical art to the High Renaissance. *Acceptable as a fine arts elective.*

205—History of Art II (Fine Arts 205). 3. The Western tradition from Mannerism to the present in Europe and America; Afro-American art. *Acceptable as a fine arts elective.*

460—Independent Study. 6.

470—Senior Thesis. 6.

ASTRONOMY See Geology

Biology

Professor Bryden, Chairman
Assistant Professors Rundell, Ward, and Fulcher
Instructors Carrow and Kelly

A major in biology, as presented at Guilford College, will equip the student with the basic knowledge of biological principles in the field of classical biology as well as in the field of molecular biology, preparing him to enter any of the several fields of graduate study open to biology students. In addition, a student who has majored in biology and has taken the prerequisite related subjects is prepared to enter professional schools such as medicine, dentistry, and other schools of applied biology. The Biology Department also offers course work for students preparing to teach in the secondary schools.

A major in biology will consist of twenty-seven hours which must include Biology 113 and 114 (or equivalent), 221-222, and 470. In addition, each biology major should take one course with emphasis on

physiology such as Biology 331, 334, or 337. Biology 113-114 is prerequisite to all advanced courses. The student must take a minimum of one year of chemistry, one year of physics, and one year of mathematics. A research thesis is required for all biology majors.

Students who are preparing for secondary education work should take Biology 223 or Biology 224 and Biology 332, in addition to the courses listed above.

Students who feel that they are capable of independent study may with departmental approval pursue such studies under the general supervision of the biology staff in the junior and senior years. Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and to make other necessary modifications in the program for the individual student. A student interested in independent study should discuss this matter with his major professor no later than the beginning of the second semester of his sophomore year.

BIOLOGY

113—General Biology. 4. Introductory cell structure and function, genetics, plant morphology, taxonomy, physiology, and evolution. *Three lectures and four laboratory hours per week.*

114—General Biology. 4. Introductory animal morphology, anatomy, physiology, ecology, taxonomy, and evolution. *Three lectures and four laboratory hours per week.*

221—Comparative Vertebrate Anatomy. 4. A brief survey of the main classes of vertebrates; a detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, necturus, and cat. *Two lectures and six laboratory hours per week.*

222—Comparative Vertebrate Embryology. 4. A detailed review of the processes of germ cell development, fertilization, and cleavage; a comparative study of the development of the frog, chick, pig, and man. *Two lectures and six laboratory hours per week.*

223—General Botany. 4. Morphology and physiology of the higher plants; some study of taxonomy, ecology, and evolution. *Three lectures and three laboratory hours per week.*

224—Field Botany. 3. A survey of the plant kingdom emphasizing field study and identification. *One lecture and six laboratory hours per week.*

241—Elements of Statistics (Psychology 241). 3. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts; statistical methods in the biological and social sciences and in education.



331—General Physiology. 4. Physiological processes of cells and their relationship to body functions. *Three lectures and three laboratory hours per week.*

332—Invertebrate Zoology. 4. An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups. *Two lectures and four laboratory hours per week.*

333—Microbiology. 4. Structure, development and functions of bacteria and other micro-organisms; concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria. *Two lectures and six laboratory hours per week. Prerequisites: Biology 113, Chemistry 111-112.*

334—Microbial Physiology. 4. Microbial growth, death, reproduction, nutrition, structure, and metabolism described in biochemical terms with laboratory application to microbiology and other areas of basic science. *Two lectures and six laboratory hours per week. Prerequisites: Biology 333 and Chemistry 223-224, which may be taken concurrently.*

336—Parasitology. 3. A comprehensive study of the field of parasitology: life cycles, epidemiological factors, inter-relations of parasite and host, and principles of treatment and prevention. *Two lectures and three laboratory hours per week.*

337—Plant Physiology. 3. Physiological processes of plants with particular emphasis on the higher plants. *Two lectures and three laboratory hours per week.*

338—General Ecology. 4. The principles of ecology; laboratory and field work, emphasizing animals but including factors governing the distribution of both plants and animals. *Two lectures and six laboratory hours per week.*

441-442—Human Anatomy and Physiology. 3, 3. Anatomy of the human body and dynamics of body function; the skeletal system, the muscular system, the nervous system, and body metabolism. *Two lectures and three laboratory hours per week. Intended primarily for junior and senior majors in physical education. Open to other students by departmental approval or permission of the instructor. Offered 1970-71 and alternate years.*

443—Genetics. 4. A study of Mendelian and non-Mendelian genetics, the chemical structure of the gene, and population genetics and evolution; animal and human materials used in the laboratory. *Three lectures and three laboratory hours per week.*

444—Marine Biology. 1. Methods of marine biology, problems of the collection, preservation, and identification of marine specimens. *One meeting each week and a one-week field trip to a marine biology station. Open to majors with departmental approval. Open to non-majors on a pass-fail basis with departmental approval when space available.*

445—Principles of Oceanography. 3. The principles of oceanography and the problems of marine biology. *Two meetings each week and a two-week field trip to a marine biology station. Open only to majors with departmental approval. Prerequisite: Biology 332.*

470—Thesis Seminar. 3. Individual experience in the research techniques of biology; writing of a professional paper.

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

Business Education

Associate Professor Caudill, Chairman
Assistant Professor T. Moore
Instructors Hall and Mallard

To meet the needs of business and industry in the Piedmont area for personnel possessing exceptional secretarial and accounting skills, the Downtown Campus of Guilford College offers a two-year Business Education program leading to an Associate of Arts degree. This is a college-credit program which includes a number of liberal arts courses and is designed to prepare students for positions of responsibility. Most of the courses offered are transferable to the four-year degree programs.

BUSINESS EDUCATION

111—Beginning Typewriting. 2. Fundamental principles of touch typewriting: proper manipulation of the keyboard, operation of the machine, and development of accuracy.

112—Intermediate Typewriting. 2. Continuation of the fundamental skills with emphasis on development of speed; writing business letters and typing office forms and reports.

113—Shorthand Theory I. 3. Introductory study of brief forms with emphasis on formation of characters; functional dictation.

114—Shorthand Theory II. 3. Continuation of Business Education 113 with greater emphasis upon dictation.

115—Advanced Typewriting. 2. Production work with emphasis on speed and accuracy. *Prerequisite: Business Education 111-112.*

116—Business Communications. 3. Principles and procedures for effective communication; skillful application of the fundamental principles of business letter-writing.

117—Mathematics of Finance. 3. The application of basic mathematic principles to the current problems pertinent to the business world, including taxes, payroll, analysis of financial statements, etc.

118—Office Machines. 2. Operation of office machines including calculators, adding machines, fluid process duplicators, and transcribing machines.

120—Introduction to Business. 3. Introduction to the basic forms of organization, purposes, responsibilities and operations of business.

125—Data Processing I. 3. Data processing fundamentals, equipment, programming and systems, the basic data flow, machine-processable data and data organization as related to electronic equipment. A typical data processing installation is provided by the college for laboratory work.

126—Data Processing II. 3. This course orients the student in the basic principles of key punching operation with emphasis on numeric punching, verifier, alphabetic punching and production punching. Additional equipment to be used includes sorters and collators.

221—Advanced Dictation. 3. Development of transcription skill with emphasis on mailable transcripts.

224—Secretarial Practice. 3. Routine secretarial procedures and application of the knowledge and skills acquired in previous courses to business situations.

230—Personal Finance. 3. Consumer economics: installment buying, banking, insurance, home ownership, taxes, investments, and household buying techniques.

BUSINESS MANAGEMENT See Management.

Chemistry

Dana Professor Ljung, Chairman
Instructor Anderson
Lecturer Lewis

The aim of the Chemistry Department is to equip its graduates with the fundamental tools of chemistry which will enable them to enter graduate school or industry.

A major in chemistry consists of thirty-two hours in the major field. In addition, mathematics through calculus and at least eight hours of physics are required.

CHEMISTRY

111—Elementary Physical Chemistry. 4. Properties of gases, liquids and solids, the physical properties of solutions and accompanying theories, atomic structure and bonding, coordination chemistry, electro-chemistry, and introductory nuclear chemistry. *Three lectures and four laboratory hours per week.*

112—Qualitative Inorganic Analysis. 4. Inorganic chemistry, elementary physical principles of equilibria, ionization equilibria, solubility product, pH, common-ion effect, complexions, hydrolysis. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111.*

220—Nuclear Chemistry and Radioactivity. 3. Radioactive disintegration series, radioactive isotopes (natural and artificial), and laboratory techniques. *Two lectures and three laboratory hours per week. Prerequisite: Chemistry 111-112.*

221—Quantitative Analysis I. 4. Quantitative inorganic analysis by gravimetric (precipitation and electrodeposition) and volumetric procedures (acid-base, EDTA, oxidation-reduction, and complexometric titrations). *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 112.*

222—Quantitative Analysis II. 4. Quantitative inorganic analysis by instrumentation, including coulometry, conductance titrations, pH measurements, colorimetry, oxidation-reduction titrations and EMF measurements, polarography and gas chromatography. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 221.*

223-224—Organic Chemistry. 4, 4. Carbon compounds, uses, sources, preparation, and laboratory techniques, including polarimetry and IR analysis. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.*

331-332—Physical Chemistry. 4, 4. Survey of physical chemical principles. *Three lectures and four laboratory hours per week. Prerequisite: Chemistry 111, 112, 221.*

470—Thesis. Investigation of a special problem involving laboratory and library research; individual conferences. *Credit to be determined.*



Classics

Associate Professor A. Deagon

The purpose of the Classics Department is to involve the student in a multi-level study of the languages, literature, history, and culture of the classical world, from which he may evolve a fuller awareness of his historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of knowledge and activity in the modern world.

CLASSICS

301—Classical Literature in Translation. 3. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world.

302—Classical Mythology. 3. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines.

411—Greek History (History 411). 3. Greek civilization from its origin in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century. *Offered 1970-71 and alternate years.*

412—Roman History (History 412). 3. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. *Offered 1970-71 and alternate years.*

Classical Languages

The course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 103-104 plus one semester selected from Classics 301, 302, 411, and 412.

GREEK

101-102—Elementary Greek. 3, 3. An introduction to Attic Greek based on fifth century authors; sight reading in the New Testament. *Three class hours per week and required laboratory.*

103-104—Intermediate Greek. 3, 3. Further study of classical prose and poetry or readings in the New Testament, according to individual interests. *Three class hours per week.*

LATIN

101-102—Elementary Latin. 3, 3. An introduction to Ciceronian Latin based on the original texts; sight reading in Medieval Latin. *Three class hours per week and required laboratory.*

103-104—Intermediate Latin. 3, 3. Further study of classical prose and poetry; readings in Medieval Latin. *Three class hours per week. Open to freshmen placing on the intermediate level.*



Drama and Speech

Associate Professor D. Deagon
Instructor Forman

Courses in drama and speech are offered to give students a sound background in the growth of drama as an art form, to deepen their appreciation of its excellence as literature, to give them the technical knowledge necessary to select, stage, and direct plays, and to provide opportunities for personal development through individual and group performance. With departmental approval, credit may be earned in summer theater projects.

The department plans to offer a course in Oriental drama as a junior year non-Western elective.

DRAMA

205—Fundamentals of Acting. 3. Basic acting techniques: diction, projection, and body movement; character analysis and characterization; studio and public performance.

206—Fundamentals of Directing. 3. The role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; student direction of short plays for studio and public performance.



207—Play Production I. 3. Technical aspects of theatrical production; historical survey of production techniques from the earliest theaters to the present; practical experience through work on college productions. *Sixteen hours laboratory work required.*

208—Play Production II. 3. Artistic aspects of play production; problems of actor and director; styles of theatrical production as studied in selected plays. *Term project and sixteen hours of laboratory work required.*

300—Oriental Drama. 3. A comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Oriental areas; theater as the expression of historical and cultural influences. *Acceptable as a non-Western studies elective.*

307—Development of Drama (English 307). 3. The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; structural and thematic analysis.

308—Modern Drama (English 308). 3. Modern European and American drama from Ibsen to the present; social, psychological, and philosophical influences on contemporary theater.

SPEECH

100—Public Speaking. 3. Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. *Minimum of eight speeches required.*

200—Oral Interpretation. 3. Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; studio and public performance.

Economics

Dana Professor Abdul-Magid, Chairman
Professor Kafoglis
Associate Professors Parkhurst and Robbins
Assistant Professor Raddock

The program in economics is designed to provide a sound theoretical, methodological, and applied foundation for students who expect to pursue economics as a professional career. A student majoring in economics will have the requirements to pursue graduate work in economics or related professions such as law and will be prepared to enter business and government. A further purpose of the economics program is to provide a basic understanding of current economic issues and policies relevant to liberal education.

Concentration in economics requires a minimum of thirty hours, which must include the following basic courses: Economics 221-222,

321, 322, 331, 334, and 480. In addition, each student should take at least three hours in each of the following areas: economic theory and institutions (411, 412); analytical economics (421, 422); economic problems and public policy (223, 224, 440, 441, 442); international and comparative economics (432, 433, 434). Students who wish to major in economics and especially those who plan to do graduate work are encouraged to develop a strong background in mathematics.

Students who demonstrate exceptional performance after taking all or most of the basic courses in economics are eligible to do honors work upon invitation from the department adviser and with the approval of the department chairman. The student will be assigned additional studies and research parallel to the appropriate courses he takes in the area of his concentration. The honors work if successfully undertaken will culminate in the writing of an honors thesis (Economics 490) and a comprehensive oral examination. Honor students are not required to take economic seminar (Economics 480). A student who completes the honors thesis but does not achieve honors may be given credit for Economics 480.

ECONOMICS

221—Principles of Economics I. 3. Determinants of size and composition of national output; macroeconomic problems such as economic growth, economic stability and full-employment; monetary and fiscal policies. *Acceptable as a social science elective.*

222—Principles of Economics II. 3. Resource allocation and income distribution in the market economy; microeconomic problems such as agriculture, monopoly, labor unions and public policy; international trade problems, policies and comparative systems. *Acceptable as a social science elective. Economics 221-222 prerequisite for all other departmental courses.*

223—Law and Society (Political Science 223). 3. The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. *Acceptable as a social science elective.*

224—Law and Economics. 3. The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system, the rules of economic behavior and the legal concepts involved in economic activities; the relationship between economics and law in contracts, agency, sales, property, and wills. *Acceptable as a social science elective.*

321—Microeconomic Analysis. 3. An intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, theory of distribution and general equilibrium and economic welfare.

322—Macroeconomic Analysis. 3. An intermediate-level approach to the theory of income and employment, the post-Keynesian theories of economic growth, theories of Aggregate Income distribution, theory of foreign balance, the general equilibrium and public policy.

331—Money and Banking and Monetary Theory (Management 331). 3. The nature and economic significance of money and monetary standard; the stock of money and levels of national income and prices; the United States banking system and international monetary system; recent developments in monetary theory and policy.

334—Statistical Methods in Economics. 3. An introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers and regression analysis.

411—History of Economic Thought. 3. The development of economic theories in the socio-political context in which they arose; the classical school, the marginal analysis, institutionalism, neoclassicism, Keynesian and post-Keynesian economics.

412—General Economic History. 3. The emergence of contemporary economic institutions and their development in the light of economic change in Europe and the Western World.

421—Economic Fluctuations and Forecasting. 3. The nature and causations of economic fluctuations in the light of the United States economy's experience; modern theory of economic growth and its relationship to economic fluctuations; the role of fiscal-monetary policy in promoting economic stability.

422—Mathematical Economics. 3. An introduction to modern mathematical tools used in economic analysis with their applications to the theories of consumer behavior, the theory of the firm, and general equilibrium.

432—International Economic Theory and Policy. 3. Theory, problems, and policy in international trade; balance of payment problems, changes in patterns of trade, and the impact of international trade on underdeveloped countries; recent international monetary developments and possible alternative monetary reforms. *Prerequisite: Economics 221-222.*

433—Economic Growth and Development. 3. Major theories of economic growth and their applications to economic conditions of the developing countries; policies and measures which could be employed in promoting growth applying case study methods. *Prerequisite: Economics 221-222. Acceptable as a non-Western studies elective.*

434—Comparative Economic Systems. 3. Resource allocation and economic growth in various economic systems: socialist, capitalist and mixed economies; special case studies. *Prerequisite: Economics 221-222. Acceptable as a non-Western studies elective.*

440—Government and Economic Policy (Political Science 440). 3. The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control and regulation.

441—Labor Economics. 3. The origin and development of the labor movement, collective bargaining, and the evolution of public policy in labor relations; analysis of labor markets; social, economic, and political programs of unions, and relevant legislation.

442—Public Finance and Fiscal Policy. 3. The theory and economic principles of taxation, the application of these principles, and the inter-relationships of national, state, and local finance; the influence of public revenues, expenditures, and debt management on the economy.

480—Economic Seminar. 3. Selected topics in economics through reports and discussions; experience in analytical thinking orally and in written reports; synthesis of knowledge gained in various specialized areas in economics; empirical research and practical economic application.

490—Departmental Honors. 3. Directed study and research culminating in the writing of a professional paper; oral examination by three members of the faculty and a visiting examiner.

Education

Professor Appenzeller
Associate Professors C. Johnson, Chairman, and Lanier
Assistant Professors Bell and Reddeck

It is the purpose of the Department of Education to develop a philosophy of education appropriate to a democracy, to impart educational principles and methods of teaching based on sound psychological and sociological principles, to provide for their practice in directed teaching situations in the public schools, and thus to equip the student for service as a teacher in the public schools, both elementary and secondary. The preparation of teachers has been one of the important objectives of Guilford College since its founding.

In conformity with the requirements of the Approved Program Approach to Teacher Education recently adopted by the state of North Carolina, all students wishing to secure a teacher's certificate must apply for admission to the Teacher Education Program. This application must be filed with the chairman of the Education Department during the first semester of the sophomore year. Students who delay making application beyond this point must seek special admission by petition to the Committee on Teacher Education.

Any student already admitted to the teacher education program and wishing to do student teaching must apply in writing to the Department of Education by March 1st preceding the year in which he expects

to do student teaching. To qualify he should have completed most of the courses required for certification in his teaching field, and have a cumulative grade point average of no less than 1.00 and 1.25 in the major field at the time of application. Further, he must present health certification from a physician which meets the usual public school standards for teachers.

Students who expect to teach in the secondary schools will major in the academic subject of their interest and will take specified courses in the Department of Education required for certification. These are Education 221, 372, and 400, Psychology 226 and 331; music education majors take Education 381 and/or 382; physical education majors, Education 384; and academic secondaries, Education 388. All students planning to obtain a secondary certificate should consult the designated coordinator in the Education Department for information about the requirements for certification.

Those students planning to teach in the elementary school major in elementary education. This major consists of Education 221, 222, 306, 326, 328, 331, 345, 346, 366, 371, 386, and 400. All of these courses are required. Related courses required for certification are Mathematics 103-104, History 221-222, Political Science 101, Geography 113-114, Music 111 or 325, English 329. Three hours of credit in applied music may be counted in place of Music 111 or 325.

EDUCATION

221—Education in America. 3. Organization and control of the public schools; relationships with local, state, and federal governments and with international affiliations; roles of the school, the education profession, and the teacher in the community and in a democratic society; contemporary problems in education. *Limited to students accepted for teacher training.*

222—The Psychology of Childhood (Psychology 222). 3. The interdisciplinary approach to the study of childhood, focusing upon the child as a whole and upon the setting in which he grows and develops.

226—The Psychology of Adolescence (Psychology 226). 3. Adolescence as a stage of development and as a way of life; the influence of family, peers, and the larger society; the development of self and the process of character formation; juvenile delinquency.

306—Science for Elementary School Teachers. 3. The teaching of science in the elementary grades. *Required for elementary school certification.*

326—Music for the Elementary School Teacher (Music 326). 3. Fundamentals of basic music theory and their application to the piano and other classroom

instruments; vocal sightreading, materials and techniques used in singing, rhythmic and listening activities; melody writing, improvisation of simple piano accompaniments; the practical application of all these to classroom situations.

328—Art for the Elementary School Teacher. 3. The aims and philosophy of art education in the elementary school; creative expression in several art media; materials and methods for use with children.

331—Educational Psychology (Psychology 331). 3. Theory and research on the process of human learning, emphasizing applications to education. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

345—Health in the Elementary Schools (Physical Education 345). 2. Concepts of health, qualifications of health education leaders, age level characteristics, scope of health education, school environment, health service in the school, related health agencies, health instruction, testing outcomes in health education.

346—Physical Education in the Elementary Schools (Physical Education 346). 2 An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment.

366—Reading and Language Arts in the Elementary School. 3. The principles and practices of a balanced program in reading and the other language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; all aspects of the total reading program in the elementary school.

371—The Elementary School. 3. Organization of the elementary school, curriculum patterns; counseling and guidance, promotion policies and practices, pupil accounting, extra-curricular activities; articulation with the secondary school, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

372—The Secondary School. 3. Organization and administration of the secondary school, curriculum patterns; counseling and guidance, promotion policies and practices, pupil accounting, extra-curricular activities; articulation with the elementary school and college, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community, and current issues in education. *Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.*

381—Elementary School Music Methods (Music 381). 3. Methods and materials used in elementary school music classes, concepts of the sequential development of music learning; systems of evaluation of pupil progress, formulation of criticisms, and the role of the music specialist in relation to the homeroom teacher and the elementary school system.

382—High School Music Methods (Music 382). 3. Instrumental and choral methods and materials suitable for the secondary school; organization of ensembles, voice testing and assignment of parts, program planning; the role of the music specialist in relation to the high school system.

384—Methods in Health and Physical Education (Physical Education 384). 3. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

386—Materials and Methods in the Elementary School. 3. Selection, organization, and presentation of materials used in the elementary grades; preparation and use of materials; audio-visual aids and the use of effective teaching procedures; observation in public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

388—Materials and Methods in the Secondary School. 3. The organization of teaching materials in each student's field of interest; techniques of adjusting materials and learning aids to the needs of pupils, curriculum construction; classroom organization and management, and organization of routine activities; observation of actual classroom teaching. *Offered both semesters on the block system. Should be taken during the first half of the semester in which teaching is done.*

400—Observation and Directed Teaching. 8. One half semester of continuous full-time observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and the staff of the Department of Education. *Prerequisite: Senior standing and completion of block courses. Last half of the semester.*

450—Special Topics. 3. Exploration of special problems of particular interest to students and faculty not covered by regular departmental offerings.

English

Professor Thorne
Associate Professors Gutsell, Chairman, and Marlette
Assistant Professors Behar, Delafield, E. Keiser, Lee, Morton, Semmler, and Speas

The Department of English is primarily concerned in its major program with developing students' appreciation of literary art, the cultural traditions which have produced it, and the range of human problems with which writers have been concerned. The offerings of the department are mainly in the traditions of English and American literature, but include various aspects of world literature. Course approaches include concen-

tration on periods, special authors, and literary forms, but throughout emphasize both critical and historical awareness. The department provides a flexible program designed to serve those preparing for graduate study and those intending to teach English in the secondary school as well as those who see intensive study of literature as the basis of their liberal arts education.

English 101, 102, and 105 are required of all students. All other English courses are available as electives and related courses with approval of the major department. A course in Oriental Literature is planned as a non-Western studies elective.

Requirements for a major in English include thirty hours of course work in English and a senior comprehensive examination. Details of the major program, a departmental reading list, and a study guide for the comprehensive should be obtained from the department during the sophomore year or earlier. In planning his program, the English major should arrange for intelligent correlation of his courses in English with his work in other areas. History, philosophy, classics, religion, languages, and drama are the most acceptable related fields. The department strongly recommends English History (History 223, 224) or its equivalent in independent study.

ENGLISH

100—Writing Laboratory. 3. Techniques of composition; recommended for freshmen and sophomores deficient in writing skills.

101—Introduction to Literature. 3. Development of the student's sensitivity to and critical understanding of literary art through varied readings and discussion; basic techniques of composition. *Required of all students.*

102—Critical Reading and Writing. 3. Questions of meaning and form approached through intensive study of literary genres; techniques of critical writing. *Prerequisite: English 101 recommended. Required of all students.*

105—General Bibliography. 1. An introduction to library organization, information, and reference sources, bibliographical method, and research technique. *Offered on a pass-fail basis. Required of all students.*

201—World Literature I. 3. Great classics of the world from Greek and early Eastern literature to the Middle Ages.

202—World Literature II. 3. Great classics of world literature from the Middle Ages to the contemporary period.

223—American Literature I. 3. Major American writers from the colonial period to the Civil War: their relationship to their own time and to contemporary American literature.

224—American Literature II. 3. Major American writers from the Civil War to the present.

233—English Literature I. 3. General consideration of the most important periods from the age of Chaucer through the eighteenth century; intensive study of representative works.

234—English Literature II. 3. The Romantic Period to the present. *Prerequisite: English 233 recommended.*

305—Milton and His Age. 3. Major poetry and prose of John Milton and work of some of his contemporaries considered in relationship to the history and thought of the seventeenth century.

307—Development of Drama (Drama 307). 3. The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; structural and thematic analysis.

308—Modern Drama (Drama 308). 3. Modern European and American drama from Ibsen to the present; social, psychological, and philosophical influences on contemporary theater.

312—The American Novel. 3. Historical and critical study of the novel in America.

313—Modern Poetry. 3. British and American poetry since 1900: forms, techniques, themes; intensive analysis of the work of such poets as Yeats, Eliot, Frost, and Stevens.

314—Modern Prose. 3. Significant works, mainly British and American: such writers as Lawrence, Forster, Joyce, or more contemporary figures as Durrell, Grass, Bellow and others according to the interests of students and instructor.

325—The Age of Romanticism. 3. Romanticism: its development, intellectual concerns, and literary forms, as seen in the writings of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

326—The Eighteenth Century. 3. Critical analysis of individual works which reflect the important ideas and assumptions of the Restoration and the Eighteenth Century; such writers as Dryden, Pope, Swift, Sheridan, Richardson, Fielding, and Sterne.

329—Children's Literature. 3. Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. *Required of elementary education majors. Credit toward a major in English only with departmental approval.*

337—Creative Writing. 3. Writing laboratory course: student work criticized in class and in individual conferences; class discussion of short stories, poetry, general literary principles. *Open to freshmen only by departmental approval. Credit toward a major in English only with departmental approval.*

339—Advanced English Grammar. 3. Review of English grammar; introductory linguistics, historical development of the language, development of the English dictionary, vocabulary building. *Required of students preparing to teach English in the secondary school.*

351—Shakespearean Drama I. 3. The evolution of Renaissance drama; earlier works of Shakespeare and plays by such writers as Kyd, Marlowe, and Green.

352—Shakespearean Drama II. 3. Later works of Shakespeare and plays by Beaumont and Fletcher, Jonson, and others. *Prerequisite: English 351 recommended.*

416—The Victorian Age. 3. Questions, doubts, and problems of emerging modern society seen through a detailed examination of such writers as Browning, Tennyson, Arnold, Dickens, Thackeray, Newman, Huxley, and Shaw.

442—Seminar. 3. Intensive study of a single author or highly specialized topic, through discussion, oral reports, and papers. *Limited to advanced students.*

445—Renaissance Poetry and Prose. 3. Major themes and forms of Renaissance poetry as exemplified in Spenser, Sidney, Shakespeare, Donne, others; selected prose of the period.

446—Chaucer and His Age. 3. Selections from Chaucer's major works; other important poetry of the period such as *The Vision of Piers Plowman* and *Sir Gawain and the Green Knight.*

450—Special Topics. 3. Subjects of specialized interest such as the film, protest literature, fantasy; inter-disciplinary approach and visiting instructors where appropriate.

460—Independent Study. 3. Individual formulation and completion of a significant program of study approved and supervised by a faculty member.

470—Senior Thesis. Independent study in a specialized area; writing of a paper of superior quality. *Recommended for students planning graduate work. Credit to be determined.*

Fine Arts

Assistant Professors Behar, Cook, Roetzel
Instructor Huntley

Study of painting, sculpture, and music should bring the student to an understanding of the fine arts as part of the general history of mankind, as separate and presently available orders embracing all fine art works, and as important forms of expressive technique. Towards these ends, the department offers comparative arts studies in conjunction with other disciplines, and historically and analytically oriented courses. Such studies should enable the student to explore past and present creativity and so illuminate for him the variety of human consciousness and the community among men of widely separated times and places.

FINE ARTS

204—History of Art I (Art 204). 3. Prehistoric art; traditional Asian art; ancient and tribal African art; European-Classical art to the High Renaissance. *Acceptable as a fine arts elective.*

205—History of Art II (Art 205). 3. The Western tradition from Mannerism to the present in Europe and America; Afro-American Art. *Acceptable as a fine arts elective.*

211—Music and the Cultural Heritage (Music 211). 3. The role of music in relation to the social and cultural aspects of various periods of civilization; lectures, visiting speakers, group discussions, and demonstrations. *Acceptable as a fine arts elective.*

301—Comparative Arts I. 3. The nuclear materials of painting, literature and music; their effect on the modes of existence of art works and on gross art structures; the validity of analogies between the arts. *Acceptable as a fine arts elective.*

302—Comparative Arts II. 3. The problem of order and spontaneity in art; the relation of artistic perception to political and philosophical systems as exemplified in the shift from Neoclassicism to Romanticism in Western Europe. *Prerequisite: Fine Arts 301 or departmental approval.*

Foreign Languages

Professor Hilty, Chairman
Assistant Professors Chauvigné, M. Feagins, Hunt, R. Morell, and Thompson
Instructor Payne

Within the framework of the liberal arts curriculum, the role of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose. A series of introductory courses prepares the student to study the culture of a foreign people as expressed in its own literature and history. The passing of one 200-level course satisfies the language requirement for non-majors. Additional courses may be chosen as electives or approved as part of the student's related field.

The student may elect to continue the language studied in high school or begin a new language, choosing among: French, German, Greek, Latin, Russian, and Spanish. He should coordinate his choice of language with his overall program, considering carefully both personal interests and professional requirements in his major field. Emphasis is

on individual achievement rather than the completion of a certain number of class hours. Flexibility is allowed within the 101-104 courses, permitting the student to move up to a higher course on the recommendation of his instructor, or to a remedial course if his progress is too slow. Students who have studied no language in high school do not receive credit for 101-102 language courses.

The department offers majors in French and Spanish consisting of thirty hours above the elementary course (101-102). A student who majors in one foreign language must study, in addition, two years of another. Majors are encouraged to have some foreign experience before they graduate. Guilford College language students may supplement their program at Guilford by taking courses at Bennett College and Greensboro College under a consortium arrangement.

Appropriate courses in history, English, philosophy, sociology and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary school can meet the requirements for certification by taking Education 221, 372, 388 and 400, and Psychology 226 and 331 in addition to the thirty hours of language required of all language majors.

FRENCH

101-102—Elementary French. 6. Introduction to understanding, speaking, reading, and writing French. *Five class hours per week plus required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate French. 6. Selected readings from literature, a study of grammar in depth, composition and conversation with emphasis on good pronunciation. *Five class hours per week plus required laboratory. Concentrated in second semester.*

103-104—Intermediate French. 3, 3. Literature, grammar, composition, and conversation identical with French 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate French (Remedial). 3, 3. Literature, grammar, composition, and conversation, with intensive review, vocabulary building, and pronunciation drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

211-212—Survey of French Literature. 3, 3. A survey of the major French writers from the Middle Ages to the present.

221-222—Survey of French Culture. 3, 3. Studies in the background of French life and culture and in the outstanding contributions of France to world civilization.

301—French Phonetics. 1. A study of the sounds of French and their variations in connected speech, using the symbols of the International Phonetic Alphabet. *Offered 1969-70 and alternate years.*

333-334—French Conversation and Composition. 3, 3. A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation; emphasis on the development of considerable fluency in the use of the spoken language. *Laboratory required.*

442—Seventeenth Century French Literature. 3. Writings of Descartes, Pascal, La Fontaine, Boileau, Madame de Sevigné, Fénelon and others; plays by Corneille, Molière, and Racine.

445—Eighteenth Century French Literature. 3. French literature in the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot.

446—Nineteenth Century French Literature. 3. Representative writers of the period with emphasis on the major literary movements.

447—Twentieth Century French Literature. 3. Readings in prose, poetry, and drama of the principal authors of the twentieth century.

461—Seminar. 1. Reading and discussion of current periodical literature, common aspects of the literature, and recent emphases in teaching. *Required of majors.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GERMAN

101-102—Elementary German. 6. Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. *Five class hours per week and required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate German. 6. Reading of selected literature, continued oral and aural practice, writing and grammar review. *Five class hours per week and required laboratory. Concentrated in second semester.*

103-104—Intermediate German. 3, 3. Literature, oral and aural practice, writing and grammar identical with German 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate German (Remedial). 3, 3. Literature, oral and aural practice, writing and grammar, with intensive review, vocabulary building, and pronunciation drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

221—Survey of German Culture. 3. Contributions in the German language to world culture with emphasis on nineteenth century literature and its historical setting; also some consideration of non-literary contributions.

222—Survey of German Culture. 3. Contributions in the German language to world culture with emphasis on the twentieth century.

331—Technical German. 3. Developing skill in translating technical German selected from the student's major field of interest: science, sociology, religion, etc. *Offered on demand.*

333-334—German Conversation and Composition. 3, 3. Advanced grammar, drill in pronunciation, practice in conversation and written composition. *Laboratory required first semester.*

GREEK See Classics.

ITALIAN

101-102—Elementary Italian. 3, 3. Introduction to understanding, speaking, reading, and writing Italian. *Three class hours per week and required laboratory.*

103-104—Intermediate Italian. 3, 3. Selected readings from literature, a study of grammar in depth, composition and conversation with emphasis on good pronunciation. *Three class hours per week and required laboratory.*

LATIN See Classics.

RUSSIAN

101-102—Elementary Russian. 6. Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. *Five class hours per week plus required laboratory. Concentrated in first semester.*

103-104—Intermediate Russian. 6. Systematic review of grammar, readings in Russian literature, self expression in speech and writing. *Five class hours per week plus required laboratory. Concentrated in second semester.*

221-222—A Survey of Russian Culture. 3, 3. Readings in Russian culture, including contemporary works; self-expression in conversation and composition.

SPANISH

101-102—Elementary Spanish. 6. An introductory course in Spanish with emphasis on oral-aural skills; writing and reading introduced employing cultural materials. *Five class hours per week and required laboratory. Not open to students repeating a high school course. Concentrated in first semester.*

103-104—Intermediate Spanish. 6. Emphasis on reading and comprehension with review of grammar and practice in conversation and dictation. *Five class hours per week and required laboratory. Concentrated in second semester.*

103-104—Intermediate Spanish. 3, 3. Reading, grammar, conversation, and dictation identical with Spanish 103-104 above. *Three class hours per week and required laboratory. Open to freshmen placing on the intermediate level.*

103X-104X—Intermediate Spanish (Remedial). 3, 3. Reading, grammar, conversation and dictation, with intensive review, vocabulary building, and pronuncia-

tion drill. *Five class hours per week and required laboratory. Required of freshmen not placing on the intermediate level.*

221—Survey of Spanish Culture. 3. A general approach to Spanish culture from its beginnings to the present; readings, discussions, lectures, slides.

222—Survey of Latin American Culture. 3. Ibero-American cultural history and contemporary patterns; readings, discussions, lectures, slides.

333-334—Advanced Conversation and Composition. 3, 3. The finer points of grammar in conjunction with composition and daily practice in conversation.

441—Spanish Literature Through the Golden Age. 3. *El Cid, La Celestina,* plays by Lope, and writings of other authors of the Golden Age.

442—Don Quixote. 3. A careful reading and discussion of this classic with an examination of critical studies.

445—Nineteenth Century Spanish Literature. 3. Selected readings for class use from the early romanticists to the Generation of '98 and the early twentieth century authors; Spanish novels read independently.

446—Contemporary Spanish-American Literature. 3. A brief historical survey with emphasis on the twentieth century; selected readings for class use, novels read independently.

460—Seminar. 1. Reading and discussion of current periodical literature, common aspects of literature, recent emphases in teaching. *Required of majors.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

FRENCH See Foreign Languages.

GEOGRAPHY See Geology

Geology and Earth Science

Associate Professor Harvey, Chairman
Assistant Professors Clarke and Ingraham

Course work in the Department of Geology and Earth Science introduces the student to the earth and its history. Emphasis is placed on basic knowledge of earth materials and processes which shape them, fundamental concepts of earth history and the evolution of life, and the essential methodology and skills required of earth scientists. Two major concentrations are offered. The concentration in Geology prepares students for professional careers in the geological sciences or for entrance to graduate study leading to employment in government, industry, or higher education. Students planning to teach earth science in

the secondary schools, and others not preparing for graduate work in geology, should consider the concentration in earth science. This program substitutes a greater selection of science courses for the more advanced studies of a technical nature in the geology curriculum.

Students concentrating in geology are required to take 30 semester hours of geology, which must include 311, 312, 335, 336, 415, and 427. The student must also take a minimum of one year of chemistry and two semesters of calculus. A year of either physics or biology is recommended for students planning graduate study.

Students concentrating in earth science are required to take 30 hours, which must include 221, 222, 311, 335, 336, Geography 113, and Astronomy 207. One year of chemistry and one year of biology are required as related fields.

The courses in geography are offered to meet North Carolina requirements for teacher certification. They are also available to all students as electives or related courses with approval of the major department.

GEOLOGY

221—Physical Geology. 4. Elements and principles of physical geology: identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering and erosion; analysis of topographic and geologic maps; the scientific basis of the geologic interpretation of past events to environment. *Three lectures and three laboratory hours per week. Acceptable as a science elective.*

222—Historical Geology. 4. Review of the methods used in geological interpretation; application of these methods to the study of earth history including the evolution of life; emphasis on the geology of North America. *Three lectures and three laboratory hours per week. Acceptable as a science elective.*

311—Mineralogy. 4. Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy, optical mineralogy, crystal structure and X-ray analysis, gemology, and economic uses of minerals. *Two lectures and six laboratory hours per week.*

312—Petrology. 4. The origin, evolution, and description of rocks; mineral composition, field occurrence, and texture; concepts of chemical reactions, stability and equilibrium, and mechanical diffusions and associations of matter between the various subsurface media. *Three lectures and two laboratory hours per week.*

335—Structural Geology. 3. The study of deformation of rocks of the earth's crust: folding, faulting, jointing, unconformities, diapirs, plutons, and structural features in rocks; geophysical methods; problems in global tectonics. *Three lectures per week.*

336—Geomorphology. 3. Landforms and their formation: fluviatile and arid geomorphic cycles, the peneplain concept, geomorphic features associated with wind, ice, igneous activity, underground water, gravity and structural movement, geomorphology of the coastlines, and the Davis and Penck geomorphic systems. *Three lectures per week.*

415—Paleontology. 4. A study of fossils, with major emphasis on invertebrates: classification and identification of fossils; principles of evolution and paleoecology; application of paleontology to geologic problems, especially stratigraphic studies. *Three lectures and four laboratory hours per week.*

416—Stratigraphy. 3. The analysis and interpretation of stratified, especially sedimentary, rocks: description, classification, correlation, and mapping; stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. *Three lectures per week. Prerequisites: two semesters of geology.*

427—Field Problems. 3. A study of geology in the field: recognition of rock units and structural and topographic features by direct observation, geologic surveying, mapping, and computation. *One lecture and four laboratory hours per week. Prerequisites: Geology 312 and 335.*

428—Economic Geology. 3. The principles and processes of the formation of mineral deposits and their relationship to methods of economic exploration of metallic and non-metallic mineral concentrations. *Three lectures and two laboratory hours per week. Prerequisites: Geology 312 and 335.*

450—Special Topics. 3. Subjects of specialized interest such as vulcanology, seismology, vertebrate paleontology, hydrology, marine geology, glaciology; interdisciplinary subjects and courses by visiting instructors when appropriate. *Three lectures per week.*

490—Departmental Honors. Independent and directed research, including field and laboratory experience; writing a professional paper; oral examination by three members of the faculty and a visiting examiner. *By departmental approval only. Credit to be determined.*

GEOGRAPHY

113—Elements of Geography. 3. The earth in its planetary relations and as the home of man: climates, soils, structure, vegetation, physiography; natural regions and the human adjustment to each.

114—Regional Geography. 3. The world's major regions seen against the background of their natural, cultural, and economic environment; regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

ASTRONOMY

207—Descriptive Astronomy. 4. A study of the universe: principles governing arrangement of bodies and their motions; physical and chemical processes responsible; evolution of the planets and solar system, galaxies, and other expansions of the universe. *Three lectures and two laboratory hours per week. Acceptable as a science elective.*

GERMAN See Foreign Languages.

GREEK See Classics.

History

Professors Burrows, and J. Moore, Chairman
Associate Professors Hood, Lockard, and Stoesen
Assistant Professors Cooley and Gifford

The History Department offers the student a major program built on basic knowledge of the historical method, broad exposure to several fields of history, and detailed study of a smaller segment of history. This program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. The variety of course offerings in the department enables majors in other fields to select courses related to their primary interests.

The Department of History will accept the following courses as meeting the college requirement of three semester hours of history under Curriculum I: History 113, 114, 201, 221, or 222. Other courses may be accepted with special permission of the department: for example, History 223, 224, 225, 226, or 441.

A major in history consists of thirty hours, including 113-114, 221-222, and at least nine hours of courses on the 400 level. Recommended related fields are: classics, economics, English, philosophy, political science, religion, sociology. Capable students will be encouraged in the senior year to enroll in History 470 and History 460 or 490, pursuing directed or independent study and writing an original and significant thesis. An average of 2.5 in the major field, plus senior standing, is prerequisite for admission to History 490. An oral comprehensive examination is required of all history majors.

Students majoring in history desiring to be certified to teach social studies in North Carolina must meet requirements stated above. In addition, they must take a minimum of twenty-one (preferably twenty-four) hours from among the courses listed below, with at least six hours in three different disciplines: Anthropology-Sociology 215 and 392; Economics 221-222; Geography 113, 114; Political Science 101, 102, 201; Sociology 200, 220, 224, 250, 365. They must take the education

requirements for a secondary school certificate and must complete the requirements for Curriculum I, with at least three hours in mathematics.

Curriculum II is designed for the mature student capable of independent study. Under this curriculum, formal course requirements after the sophomore year are abandoned. It is expected of the history major, however, that if he elects History 113-114 in the sophomore year, his directed study in the junior year will relate to some area of American history; if he elects History 221-222 in the sophomore year, his directed study will relate to some area of European history. Oral and written examinations plus a monograph will be required in the field of his directed study in the junior year. Independent study is continued in the senior year, in specialized areas to be chosen by the student in consultation with his adviser. A senior thesis will be prepared, and comprehensive oral and written examinations will be required.

HISTORY

113—Modern Europe to 1815. 3. Major developments in European history from 1500 to 1815: the Renaissance and Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. *May fulfill history requirement.*

114—Modern Europe Since 1815. 3. Europe from 1815 to the present: the consolidation of large nation states, imperialism, the world wars, and the problems of democracy and dictatorship. *May fulfill history requirement.*

201—Western Civilization. 3. A clarification of definitions and historical concepts; an attempt to develop an appreciation of the historical aspect of modern western civilization; the salient features of the rise of Western Civilization. *Students who take History 113-114 will not receive credit for this course. May fulfill history requirement.*

221—The United States to 1877. 3. The origin and growth of the United States from colonial times to 1877. *May fulfill history requirement.*

222—The United States Since 1877. 3. Social, political, constitutional, and economic developments since 1877. *History 221-222 recommended as a background for all other courses in American history. May fulfill history requirement.*

223—England to 1660. 3. England during its formative period: legal and constitutional development.

224—England Since 1660. 3. England during its imperial and industrial growth; Great Britain's enduring influence on the world.

225—The Cultural History of Latin America (Sociology 225). 3. Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation: resources, social institutions, liabilities, and current problems. *Acceptable as a non-Western studies elective.*

226—The Politics and Government of Latin America. 3. Political regimes and behavior in Latin America, with emphasis on the twentieth century: structure and functions of political power, the processes of government, the relationship of politics and government to other parts of the socio-cultural system; comparison of Latin American governments with others, especially that of the United States. *Prerequisite: History 225 recommended.*

234—North Carolina History. 3. North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

250—Southern Regions (Sociology 250). 3. An investigation of the physical and human resources, inherent capacity, history and culture of the southern regions of the United States. *Offered 1970-71 and alternate years.*

302—Non-Western Civilization. 3. History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; the common problems faced in the twentieth century by peoples of many different historical backgrounds. *Acceptable as a non-Western studies elective.*

311—Russia to 1861. 3. Russia from its beginnings to the emancipation of the serfs in 1861, Kievan Russia, Muscovite Russia, the rise of the autocracy, the peasant problem, and the revolutionary movement. *Offered 1969-70 and alternate years.*

312—Russia and the Soviet Union. 3. Russia from 1861 to the present: the political, economic, and social problems of the nineteenth century and their role in the 1917 revolution; Soviet Russia, its internal development and role as a world power. *Offered 1969-70 and alternate years.*

315—A History of Africa. 3. Major developments in the history of Africa with emphasis on sub-Sahara Africa: early civilizations and institutions, colonial Africa, Africa since 1945. *Offered 1969-70 and on demand. Acceptable as a non-Western studies elective.*

321—The Negro in America. 3. A survey of the Afro-American experience: the African background, the Negro in American history, the Black revolution. *Offered 1969-70 and on demand.*

335—The Far East to 1800. 3. History of China, Japan, and Korea; the cultural development of each from earliest times to the nineteenth century. *Offered 1970-71 and alternate years. Acceptable as a non-Western studies elective.*

336—The Far East Since 1800. 3. The impact of the West on China, Japan, and Korea, the effect on each and the reaction of each; China and Korea since 1800; Japan since 1867. *Prerequisite: History 335 recommended. Offered 1970-71 and alternate years. Acceptable as a non-Western studies elective.*

411—Greek History (Classics 411). 3. Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century. *Offered 1970-71 and alternate years.*

412—Roman History (Classics 412). 3. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire. *Offered 1970-71 and alternate years.*

431—American Thought and Culture. 3. Survey of major trends and characteristics of American culture. *Prerequisite: History 221-222. Offered 1970-71 and alternate years.*

441—United States Diplomatic History (Political Science 441). 3. Major trends in American diplomatic history from the Revolution to the present; economic, social, and political forces that have influenced foreign policy. *Prerequisite: History 221-222.*

442—Seminar in American Foreign Policy (Political Science 442). 3. Selected problems in American foreign policy; the processes of foreign policy making. *Prerequisites: Political Science 201, History 441, or departmental approval.*

443—The Age of the Renaissance. 3. Late Medieval and Renaissance Europe: literary, artistic, ecclesiastical, and scientific developments. *Offered 1969-70 and alternate years.*

444—16th and 17th Century Europe. 3. The Reformation, the Counter-Reformation, the rise and decline of the Spanish Empire, the Thirty-Years War, and the supremacy of France under Louis XIV. *Offered 1969-70 and alternate years.*

445—Recent European History. 3. Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context. *Prerequisite: History 113-114. Offered 1969-70 and alternate years.*

446—Recent United States History. 3. Political, social, economic, and intellectual aspects of American history from 1912 through the New Deal. *Prerequisite: History 221-222.*

460—Historical Research. 3. Independent research or directed study (involving weekly meetings with a departmental adviser); oral or written examination.

470—Senior Thesis. 3. Research and writing of a scholarly monograph.

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

ITALIAN See Foreign Languages.

LATIN See Classics.

Law Enforcement

The Law Enforcement Program is an interdisciplinary program in the behavioral sciences. Its faculty is composed of members of the Management, Political Science, Psychology, and Sociology Departments. The program will be under the general supervision of the Management Department.

Increasingly it is being recognized that the key to continuing satisfaction and advancement in law enforcement work is education . . . education through college degree programs specifically designed for law

enforcement personnel. A good law enforcement program should develop personnel capable of coping with the complex milieu of problems which exists in our society today.

Two such programs have been developed at the Downtown Campus of Guilford College with cooperation, assistance, and encouragement from law enforcement agencies in the Piedmont Triad area. The associate of arts program and the bachelor of science program are designed to provide the high level of capability, efficiency, and social judgment required to meet the complex problems of law enforcement in today's urban society.

ASSOCIATE OF ARTS DEGREE

The program consists of 60 semester hours of academic work or the equivalent of two years of full-time college study, normally 20 three-semester-hour courses. Eighteen hours of general courses include: English 101, Man in the Twentieth Century or its approved substitute (four problem-oriented courses in social problems, political science, religion and philosophy, and science), and Mathematics 115 or Philosophy 190.

The area of concentration consists of twelve hours of law enforcement courses: Law Enforcement 101, 102, and 201-202. Thirty hours of problem-oriented courses include study in three areas of the behavioral sciences; three courses are required in each area with election of one additional course in one of the three areas. The following courses are required: Economics 221-222, Management 335; Management 234 and 420 are options. Psychology 200, 232, and one course selected from options are required; options include Psychology 226, 442, and 447. The following sociology courses are required: 200, 233, and one course selected from options; Sociology 224, 236, and 365 are options.

BACHELOR OF SCIENCE DEGREE

The program consists of 120 semester hours of academic work, or the equivalent of four years of full-time college study, normally 40 three-semester-hour courses. Fifty-four hours are general core courses in the liberal arts area: English 101-102, Man in the Twentieth Century or its approved substitute, foreign language, religion-philosophy, history, art-music, social science (electives), laboratory science, and non-Western studies. Twelve hours are elective courses.

The major field and related field courses total fifty-four hours; of these, thirty hours are courses in the major field, which may be one of these four behavioral sciences: management, political science, psychology, and sociology.

In the management area required courses are Economics 221-222, Management 225-226, 335, and 420, plus four additional management courses selected by the student and his advisor.

Political Science 101, 102, 201, 202, and 332, plus five additional political science courses selected by the student and advisor, complete the requirements in the political science area. Law Enforcement 201-202 are acceptable as part of the additional fifteen hours. Other recommended courses include: Political Science 222, 223, 335, 336, 440, and 445.

Required courses in the psychology area are: Psychology 200, 241, 302-302, 445, and 451, with four additional courses selected from Psychology 226, 232, 332, 441, 442, and 447.

In the area of sociology, required courses are Sociology 200, 220, 222, 233, and 365, with four additional courses in the sociology area selected by the student and adviser.

The following course work in the law enforcement area completes the program: Law Enforcement 101, 102, 201-202. The area emphasis on law enforcement, together with the student's major discipline and the related fields, becomes an integrated program in behavioral science.

LAW ENFORCEMENT

101—Introduction to Law Enforcement. 3. A survey of law enforcement—the role, history, development and constitutional aspects of law enforcement. A review of the agencies and processes of the administration of criminal justice.

102—Problems in Law Enforcement. 3. A problem-oriented course designed to cover the framework through which the objectives of the process of social control (criminal justice) are obtained. The administrative, political, and social milieu in which this machinery operates. Discussion and evaluation of observed policies and practices of the field and studies, theories, and procedures. Conflicts between theory and practice are examined, analyzed, and reconciled.

201-202—Criminal Law I and II. 6. Constitutional consideration; elements of a crime, statutory make up; the law of arrest, entrapment; criminal responsibility; and defenses. Rules of evidence and proof; competency, consideration of witnesses; law of search and seizure; and court procedure. An examination of the felonies and misdemeanors of the criminal code of North Carolina. The classification of North Carolina crime acts and the leading case rulings interpreting the criminal statutes.

Management

Voehringer Professor Courtney, Chairman
Associate Professor Caudill
Instructor Grubbs

The objective of the Department of Management is to promote an understanding of the principles and methodology which govern organizations and administration as well as an awareness of the problems and the larger relationships of the organization to the economy as a whole. To meet the exacting demands of tomorrow's environment, the individual requires not only a high degree of professional competence in the technical aspects of management, but also a broad grasp of economic, social, human, cultural, and political values. The Management Department, therefore, while operating within the framework of a specialized discipline, has as its foundation the entire liberal arts program of Guilford College.

The major program requires a minimum of thirty hours in Management and twenty-four credit hours in approved related fields. The department offers three areas of concentration: accounting, management, and managerial economics.

In the area of accounting, the prerequisites are Mathematics 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 213, 225-226, 227, 325-326, 327, 336, and 428-429. Management 234, Sociology 348 and Psychology 332 are approved as related courses.

In the area of management, the prerequisites are Mathematics 105 and 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 225-226, 227, 234, 331, 335, 336, 410, 420, 424. Economics 321-322, Sociology 348 and Psychology 332 are approved as related courses.

In the area of managerial economics, the prerequisites are Mathematics 105 and 115 and Economics 221-222, which will be applicable to the related field requirement. The following courses in Management are required: 225-226, 234, 331, 335, 336, 410, 420, 424, and 425. Approved related courses are those listed above for management area.

MANAGEMENT

213—Business Law I. 3. The main principles of law which govern the daily conduct of business; contracts, agency, and negotiable instruments.

214—Business Law II. 3. The principles of law which govern partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts. *Prerequisite: Management 213.*

225—Elements of Accounting I. 3. Methods of modern accounting practice; theory of accounting as a management information system, study of the accounting cycle and presentation of financial statements; methods and practices applicable to formal organizations.

226—Elements of Accounting II. 3. Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. *Prerequisite: Management 225.*

227—Accounting Theory. 3. A critical examination and analysis of accounting principles; determination of cost and income, valuation and statement presentation; current problems presented in accounting literature and business cases. *Prerequisite: Management 225-226.*

234—Statistical Methods. 3. An introduction to the concepts and methods used in quantitative business and economic analysis. *Prerequisite: Mathematics 115. Not open to freshmen.*

325—Intermediate Accounting. 3. An analysis of accounting records and closing procedures, with emphasis on the corporation; application of accounting principles of income determination and valuation of assets, liability, and net worth accounts; financial statement presentation, analysis of working capital, and the statement of application of funds. *Prerequisite: Management 225-226.*

326—Advanced Accounting. 3. Partnership formation, dissolution and liquidation; receivers' accounts, estates and trusts, the accounting applications of com-





pound interest and annuities, home office and branch accounting, and parent and subsidiary accounting; preparation and interpretation of consolidated balance sheets and profit and loss statements. *Prerequisite: Management 325.*

327—Cost Accounting. 3. A study of cost systems, including job orders, process and standard costs; quantitative analytical as well as quantitative descriptive approaches; laboratory work in each area. *Prerequisite: Management 225-226.*

331—Money and Banking and Monetary Theory (Economics 331). 3. The nature and economic significance of money and monetary standards; the stock of money and levels of national income and prices; the United States banking system and the international monetary system; recent developments in monetary theory and policy. *Prerequisite: Economics 221-222; 321 recommended.*

335—Organization and Management. 3. Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institutional; a conceptual, methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. *Prerequisite: Management 225; 226 recommended.*

336—Financial Management. 3. Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources; the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments, and capital budgeting. *Prerequisite: Economics 221-222 and Management 226.*

410—Investments. 3. Principles and problems of investments, types of risk, timing, selection, institutional factors; basic determinants of investment values as applied to specific groups and companies. *Prerequisite: Management 335 and 336.*

420—Computer Science. 3. Principles of computer operation, structure, programming, application of computer techniques to accounting and business problems; study of auxiliary equipment for electronic data processing. *Prerequisite: Senior standing or departmental approval.*

424—Marketing Management. 3. Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. *Prerequisite: Senior standing or departmental approval.*

425—Managerial Economics. 3. The application of economic analysis to the formulation and solving of management problems and the determination of business policy. *Prerequisite: Senior standing or departmental approval.*

428—Auditing. 3. Auditing theory and practice; the responsibilities and work of the auditor in his examination of financial statements; systems of internal control, accounting procedures, and accounting records and other supporting evidence; generally accepted accounting principles and auditing procedures established by the American Institute of Certified Public Accountants. *Prerequisite: Management 325 and 326.*

429—Federal Taxation. 3. A detailed study of the Federal Income Tax law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships and corporations. *Prerequisite: Senior standing or departmental approval.*

450—C.P.A. Problems. 3. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations; opportunity for review and preparation for the C.P.A. examination; instruction conducted on an accelerated basis and completed prior to the C.P.A. examination given in November. *Prerequisite: All required courses in accounting and related subjects. Acceptable as an elective for majors specializing in accounting; suggested for all students who plan to take the Certified Public Accountant's Examination.*

460—Research Problems. 1-3. Intensive reading and research on a topic of interest to the student. *By departmental approval.*

470—Senior Thesis. 1-3. Individual experience in the research techniques of management; writing of a professional paper. *By departmental approval.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

Mathematics

Associate Professor Boyd, Chairman
Assistant Professors I. Morell, Reynolds, and Walker
Instructor Parker

The aims and purposes of the courses offered in the Department of Mathematics are to prepare the student majoring in mathematics to enter graduate school, teach mathematics in the secondary school, enter business or industry as an applied mathematician, or to promote a feeling for and an interest in mathematics for its own sake.

A major in mathematics consists of Mathematics 121, 122, 211, and 212, together with eighteen hours selected from courses numbered above Mathematics 212. A thesis or, at the discretion of the department, an oral or written comprehensive examination is required during the second semester of the senior year.

To qualify for Curriculum II, a student must have permission from the department and must have passed Mathematics 121, 122, 211, 212, 221, 222 with an A in the majority of these courses. Each participant will study in each of the four basic fields of mathematics (algebra, analysis, geometry and topology), with a concentration in two fields.



To obtain an elementary school certificate, Mathematics 103-104 is required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take three hours of mathematics; this requirement may be met with Mathematics 105, 115, or 121.

The IBM 1620 digital computer used for instruction in Mathematics 331-332 is available for faculty and institutional research.

MATHEMATICS

103-104—Mathematics for Elementary School Teachers. 3, 3. Introduction of the real number system and basic concepts of algebra and informal geometry.

105—Finite Mathematics. 3. Introduction to logic, set theory, permutations, combinations, and probability.

115—Elementary Functions. 3. An elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites.

121-122—Calculus. 3, 3. Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions.

211—Calculus. 3. Series, partial differentiation, multiple integration, and vector analysis.

212—Differential Equations. 3. Methods of solution of first-order differential equations, linear differential equations, and numerical methods.

221-222—Foundations of Mathematics. 3, 3. An axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.

311-312—Survey of Geometry. 3, 3. An introduction to modern geometry, with emphasis on non-Euclidean geometries.

321-322—Abstract Algebra. 3, 3. Introduction to the following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

331—Digital Computers. 3. Components of computers, areas of application, programming, and problem solving. *Downtown Campus only.*

332—Numerical Analysis. 3. Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations. *Prerequisite: Mathematics 212. Downtown Campus only.*

341-342—Statistics and Probability. 3, 3. Fundamentals of the analysis and interpretation of statistical data. *Prerequisite: Mathematics 122. Downtown Campus only.*

411-412—Analysis. 3, 3. A rigorous study of functions, limits, sequences, differentiation, and integration.

431-432—Operations Research. 3, 3. Probability, sampling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming. *Downtown Campus only.*

MATHEMATICS SEMINARS

Each of the following seminars may be repeated for credit with the approval of the department provided the content is different. *Offered either semester upon sufficient demand.*

461—Seminar in Algebra. *Credit to be determined.*

462—Seminar in Analysis. *Credit to be determined.*

463—Seminar in Geometry. *Credit to be determined.*

464—Seminar in Topology. *Credit to be determined.*

470—Thesis. Writing of a paper according to the format used by the American Mathematical Society. *Credit to be determined.*

490—Departmental Honors. Independent or directed research in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

Music

Professor Gansz, Chairman
Assistant Professor Cook
Instructor M. Burris

The Department of Music offers courses leading to the Bachelor of Arts degree for students who wish to emphasize music in a program of liberal arts study. This degree may be earned with major concentration in piano, voice, orchestral instruments, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for elementary and high school teachers. In addition to the standard entrance requirements, candidates for the B.A. degree in music must give sufficient evidence of musical aptitude to make the course profitable. For more specific requirements see the applied music sections.

Majors in applied music, music history, and music theory must take Music 121-122, 123-124, 125-126 in the first year; Music 221-222, 223-224, 225-226 in the second; Music 321-322 in the third; Music 411-412, 421-422 in the fourth year.

Music education majors must take Music 121-122, 123-124, 125-126 in the first year; Music 221-222, 223-224, 225-226, 335-336 in the second; Music 321-322, 337-338, 340 in the third, Music 411-412, 421-422 in the fourth year. Majors in orchestral or band instruments may substitute Music 423 for 322. Credits earned and standards achieved must conform to the requirements of the North Carolina State Department of Public Instruction.

All majors not presenting piano as their major applied instrument must pass the piano comprehensive examination. In addition, they must participate for three years in some kind of ensemble, with or without credit. They are also required to attend all music recitals and concerts sponsored by the department or the college.

In addition to its major program, the department offers courses of a cultural nature designed to satisfy the fine arts requirement. Most music courses are available as electives or related courses where approved. Any student of the college may take instruction without prerequisite in voice or in any instrument except organ, for which the student needs adequate proficiency on the piano.

MUSIC

111—Music Appreciation. 3. A survey of the literature of music designed to give the student a deeper understanding of the value of music in everyday life. *Two lectures and one laboratory hour per week.*

121-122—Materials and Structure of Music. 2, 2. Thorough training in the melodic, harmonic, and rhythmic elements of music through the study of music produced in the Western world; scales, triads, seventh chords and their inversions, non-chordal tones, modulation, modal scales, and transpositions; four part writing, arranging, harmonization of melodies, musical form, basic orchestration, counterpoint, conducting, and creative writing.

123-124—Sight Singing and Dictation. 1, 1. Concentrated study in the techniques and principles of sight-singing and aural musicianship. *Correlated with Music 121-122.*

125-126—Keyboard Harmony. 1, 1. Concentrated study of keyboard harmonic techniques. *Correlated with Music 121-122.*

211—Music and the Cultural Heritage (Fine Arts 211). 3. The role of music in relation to the social and cultural aspects of various periods of civilization; lectures, visiting speakers, group discussions, and demonstrations. *Acceptable as a fine arts elective.*

221-222—Advanced Materials and Structure of Music. 2, 2. A continuation of the materials presented in the first year progressing to the harmonic relationships of the nineteenth and twentieth centuries; creative and analytical assignments in the smaller harmonic and contrapuntal forms.

223-224—Advanced Sight Singing and Dictation. 1, 1. Concentrated study in the advanced techniques and principles of sight-singing and aural musicianship. *Correlated with Music 221-222.*

225-226—Advanced Keyboard Harmony. 1, 1. Concentrated study of advanced keyboard harmonic techniques. *Correlated with Music 221-222.*

311-312—Church Music and Hymnology. 3, 3. A survey of the history and literature of church music in general and hymnology in particular, designed to give religion majors, ministerial, and music students a deeper understanding and appreciation of the music of the church.

321-322—Counterpoint. 2, 2. A practical study of the medieval modes and the polyphony of the sixteenth century; an introduction to the smaller contrapuntal forms of the eighteenth century. *Prerequisite: Music 121-122. Offered 1969-70 and alternate years.*

325—Music Appreciation for the Elementary School Teacher. 3. The particular literature of music that is relevant to the present day classroom situation.

326—Music Fundamentals for the Elementary School Teacher (Education 326). 3. Fundamentals of basic music theory and their application to the piano and other classroom instruments; vocal sight-reading, materials and techniques used in singing, rhythmic and listening activities; melody writing, improvisation of simple piano accompaniments; the practical application of all these to classroom situations.

340—Conducting. 2. Group choral and instrumental techniques, open score reading, the principles of interpretation; development of conducting skills through live performances. *Offered 1969-70 and alternate years.*

381—Elementary School Music Methods. (Education 381). 3. Methods and materials used in elementary school music classes, concepts of the sequential development of music learning; systems of evaluation of pupil progress, formulation of criticisms; the role of the music specialist in relation to the homeroom teacher and the elementary school system.

382—High School Music Methods (Education 382). 3. Instrumental and choral methods and materials suitable for the secondary school, organization of ensembles; voice testing and assignment of parts, program planning; the role of the music specialist in relation to the high school system.

411-412—Music History. 3, 3. The history of music through analysis of musical styles and their correlation with social, political, and cultural influences of the various periods. *Acceptable as a fine arts elective.*

421-422—Analysis, Form, and Composition. 2, 2. Creative assignments leading to a deeper understanding of the structural elements of homophonic and polyphonic forms of music. *Offered 1970-71 and alternate years.*

423-424—Orchestration. 2, 2. A concentrated study of instrumental writing and arranging. *Prerequisite: Music 221-222. Offered on demand.*

470—Graduation Recital. 2. Preparation and performance of a complete, well-balanced senior recital. *Required of all applied music majors.*

APPLIED MUSIC COURSES

Any student of the college may take instruction without prerequisite in voice or in any instrument except organ, for which the student needs adequate proficiency on the piano. Majors are available in piano, voice, organ or instruments. One semester hour of applied music credit is earned by taking one, half-hour lesson or its equivalent with a minimum of five hours of practice each week. Two semester hours are earned by taking two half-hour lessons or their equivalent with a minimum of ten hours of practice each week.

Credit for work in applied music is granted only after an examination conducted by a panel of the music faculty. It is understood that the prescribed standard of difficulty must be attained before credit is given. The statement of standards to be attained each semester in the courses in applied music may be obtained from the major professor.

Fees are charged for classes in applied music, for private instruction, for use of the practice rooms, and for rental of orchestral instruments. See Chapter IV.

PIANO MAJOR

To enter the four-year course as a piano major, the student should be grounded in reliable technique and should be able to read at sight compositions of medium difficulty. He should be able to play major and minor

scales and arpeggios in octave position at a moderately rapid tempo. He should have acquired systematic methods of practice and should have studied some of the standard etudes, such as Czerny, *Opus 229, Book I;* Heller, *Opus 46* or *47;* Bach, *Little Preludes* and some of the *Two Part Inventions;* compositions corresponding in difficulty to Mozart, *Sonata in C major* (K. 545) or *Sonata in F major* (K. 547a); or Beethoven, *Sonata in G major, Opus 49, No. 1* and other such works.

Piano majors are required to earn sixteen semester hours of credit in piano during the four-year course. It is recommended that the student select voice or a second instrument as a minor in applied music. Membership in an ensemble is required at the discretion of the instructor.

PIANO

131-132, 231-232, 331-332, 431-432—Piano. 1 or 2. Groups limited to six meeting for a minimum of one hour of weekly instruction and in sub-groups of two for another hour; preparation of a recital program consisting of classic, romantic, and modern compositions.

133-134, 233-234, 333-334—Piano Class. 1 or 2. Groups limited to twelve meeting for two hours weekly; instruction useful for majors in music education with a major in applied music other than piano.

Private Instruction. 1 or 2. Individual instruction for piano credit to be taken at any college of the consortium. *By departmental approval.*

433-434—Piano Methods. 2, 2. A thorough investigation of teaching methods and materials for future teachers.

VOICE MAJOR

To enter the four-year degree course as a voice major, the student should be able to sing standard songs and simple classics with good diction, on pitch, and with proper phrasing. He should also be able to read at sight simple songs and should have acquired a knowledge of the fundamentals of music. Some knowledge of piano is highly recommended.

Voice majors are required to earn fifteen semester hours of credit in voice during the four-year course. They must also pass the comprehensive examination in piano, a copy of which may be obtained from the piano instructor. Membership in the choir is required.

VOICE

141-142, 241-242, 341-342, 441-442—Voice. 1 or 2. Vocal instruction culminating in a recital program of classic, romantic, and modern compositions.

143-144, 243-244, 343-344—Voice Class. 1 or 2. Vocal instruction useful for majors in music education with a major in applied music other than voice.

Private Instruction. 1 or 2. Individual instruction for voice credit to be taken at any college of the consortium. *By departmental approval.*

443-444—Voice Methods. 2, 2. A thorough investigation of teaching methods and materials for future teachers.

Choir. 1, 1. Membership and public performance in the A Cappella Choir; acquisition of a repertoire of choral music; development of musical taste. *Open to all students with or without credit.*

ORGAN MAJOR

To enter the four-year degree course as an organ major the student should have completed sufficient piano study to enable him to play Bach, *two part inventions,* easier Mozart, Haydn and Beethoven *sonatas,* and compositions of comparable difficulty.

Organ majors are required to earn fifteen semester hours of credit in organ during the four-year course. They are required to take and continue the study of the piano until the Piano 232 standard is attained. A minimum of one year of voice is required and membership in the choir is essential.

ORGAN

Private Instruction. 1 or 2. *Open to all qualified students with or without credit.*

ORCHESTRAL OR BAND INSTRUMENTAL MAJOR

To enter the four-year degree course as an instrumental major the student should have an elementary knowledge of the piano. He should have acquired elementary technique of his instrument and should play solos of moderate difficulty with good musical quality.

An orchestral or band instrumental major must earn fifteen hours of credit in his major instrumental study and complete Music 423. He must also be a member of an instrumental ensemble for three years, and pass the piano comprehensive examination.

INSTRUMENTS

Private Instruction. 1 or 2. Individual instruction for instrumental credit to be taken at any college of the consortium. *By departmental approval.*

335—String Methods Class. 1.

336—Woodwind Methods Class. 1.

337—Brass Methods Class. 1.

338—Percussion Methods Class. 1.

Ensemble. 1. Ensemble work in orchestra, band, brass ensemble, or woodwind ensemble. *Prerequisite: adequate proficiency.*

Class Instruction in Orchestral or Band Instruments. 1 or 2. *On demand.*

Philosophy

Professors Feagins, Hobbs, and Kent, Chairman
Associate Professor Millholland
Assistant Professor Redding
Instructor Sabre

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished

through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: those interested in gaining a broad yet integrated appreciation and understanding of human culture; those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps, their major subject (e.g., the sciences, religion, education, languages, the arts); and those desiring to major in philosophy, whether or not planning to pursue graduate work in the field.

To meet the college philosophy requirement students not majoring in philosophy may elect any three-hour course in philosophy except Philosophy 190, 226, and those courses having prerequisites which they cannot satisfy.

A Curriculum I major in philosophy consists of thirty hours and normally includes the following courses: 190 and 292; 301-302 and 362; any two of 211, 221, 336, 391; any two of 341, 342, 395, 396; and 450. In addition, eighteen hours are required in two fields approved by the major adviser as significantly related to the individual student's special approach to or interest within the field of philosophy.

A Curriculum II major in philosophy consists of nine hours of formal courses of study in philosophy elected from among Philosophy 190, Philosophy 211, Philosophy 221, and Philosophy 292, during the sophomore year. During the junior year, the student will select either Philosophy 395 or Philosophy 396 as a non-Western studies elective, and undertake individual directed study in philosophy and in one related field culminating in oral and written examinations in the former and, when appropriate, field papers in the latter. During the senior year, he will undertake individual independent study in philosophy and directed study in a second related field culminating in oral and written examinations and a senior thesis in the former. During the junior and senior years the programs of individual study must be approved by the

department and must be such as to insure the student's appropriate competence in logic, history of philosophy, ethics, and one of the following: philosophy of art, political philosophy, philosophy of religion, philosophy of science, metaphysics and epistemology.

PHILOSOPHY

190—Introductory Logic. 3. The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences; transition from classical Aristotelian formulation of these foundations to that of modern symbolic logic; elementary modern logic.

200—Introduction to Philosophy. 3. Major philosophical problems, methods and positions, as set forth in selected works by such philosophical thinkers as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre.

211—Ethics. 3. Chief theories of the nature and principles of moral living, with regard to both the ends sought by man and the obligations claiming his commitment and performance.

221—Philosophy of Religion (Religion 221). 3. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. *Offered 1969-70 and alternate years.*

226—Philosophy of Pacifism and Conscientious Objection. 3. The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. *Does not count toward a major in philosophy. Offered 1970-71 and alternate years on demand.*

292—Intermediate Logic. 3. Logic as a formal deductive system: its methods, foundations, philosophical implications and practical applications, including such topics as natural deduction, normal forms, and axiomatics. *Prerequisite: Philosophy 190 or departmental approval.*

301—Ancient and Medieval Western Philosophy. 3. The historical development of philosophical thought in Western civilization in terms of main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through medieval Scholasticism.

302—Modern Western Philosophy. 3. The historical development of philosophical thought in Western civilization in terms of main periods and chief thinkers, beginning with late medieval thought and continuing through mid-nineteenth-century thought. *Prerequisite: Philosophy 301 or departmental approval.*

336—Philosophy of Art. 3. The character of the aesthetic experience, the nature of the aesthetic object, the differentia of the arts, the nature of aesthetic creativity, the problem of standards of taste, the relation of the artist to the community. *Offered 1969-70 and alternate years.*

341—Philosophy in Canada and the United States. 3. The historical development of philosophical thought in Canada and the United States from its colonial

antecedents up to its contemporary forms. *Prerequisite: Philosophy 301-302 or departmental approval. Offered 1970-71 and alternate years.*

342—Philosophy in Latin America and South America. 3. The historical development of philosophical thought in Latin America and South America from its colonial antecedents up to its contemporary forms. *Prerequisite: Philosophy 301-302 or departmental approval. Offered 1970-71 and alternate years.*

362—Contemporary Western Philosophy. 3. The main movements in philosophical thought from the mid-nineteenth century to the present: idealist, materialist, realist, pragmatist, positivist, analytic, phenomenological, existentialist, etc. *Prerequisite: Philosophy 301-302 or departmental approval.*

391—Philosophy of Science. 3. Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge. *Prerequisite: departmental approval. Offered 1970-71 and alternate years on demand.*

395—Eastern Philosophy: India. 3. The chief varieties and major developments of philosophy in Indian Hinduism. *Acceptable as a non-Western studies elective.*

396—Eastern Philosophy: China and Japan. 3. The chief varieties and major developments of philosophy in China and Japan: Buddhism, Taoism, Confucianism, etc. *Prerequisite: Philosophy 395 or departmental approval. Acceptable as a non-Western studies elective.*

450—Special Studies in Philosophy. 3. Content determined by the needs and interests of students and staff: intensive study of a single major philosopher; or intensive study of one major trend or movement in either a given area or a given school of thought; or intensive study of specific problems or issues of contemporary concern. *Prerequisite: departmental approval. Counts toward a major in philosophy once only; may be taken more than once as an elective.*

460—Independent Study. 3. Individual formulation and completion of a significant program of study in the field of philosophy.

470—Senior Thesis. 3. Individual study culminating in a thesis of superior quality.

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner.

Physical Education

Associate Professor Maynard, Chairman
Assistant Professors J. Clark, Lambeth, Lord, C. Steele, and J. Steele
Instructors Jensen and W. Johnson

The Department of Physical Education administers a program of required physical education, consisting of conditioning activities, varied



team and individual sports, and special corrective instruction adapted to individual students with physical problems. In addition it offers an intramural sports program allowing all students to participate and specialize in varied individual and team sports which will be of lifelong benefit.

A professional curriculum program offers the necessary training for those interested in the fields of health, physical education, recreation, and athletic coaching. Students desiring to elect a major in health and physical education and to satisfy the state requirements for a teaching certificate will be required to pass Biology 113, 114 in the sophomore year and Biology 441, 442 in the junior year with a minimum grade of C. They must also take a minimum of thirty hours in Physical Education as follows: 117, 224, 225, 226, 227, 330, 334, 335, 336, 337, and 445 in the senior year.

All women students majoring in physical education will take the same subjects with two exceptions: they will substitute 450 for 337 and 449 for 334.

Physical Education Activity

Rules, skills, strategy, history, and terminology of the following activities: tennis, golf, tumbling and trampoline, wrestling and gymnastics, weight-lifting and isometrics, volleyball, softball, body mechanics, cor-

rectives, individual and team sports, rhythms. (All students are required to provide themselves with gym shoes and gym uniforms.)

Required of freshmen, sophomores, and transfer students who have not complied with this requirement. Not more than four hours of required physical education may be counted toward hours for graduation.

PHYSICAL EDUCATION

117—Personal and Community Hygiene. 3. The systems of the body; development of hygienic attitudes; health as related to the whole community.

224—First Aid and Safety. 2. First aid and practical application in accident prevention.

225—Principles of Physical Education. 3. A general introductory course; orientation of health, recreation, and physical education in relation to general education.

226—Organization and Administration. 3. Problems and procedures in health and physical education and the administration of an interscholastic athletic program.

227—Rhythms, Dance, and Recreational Games. 2. Methods and materials in rhythms, dance, and recreational games for the public schools; folk, social, and modern dance.

330—Individual Physical Skills. 2. Methods and materials in tumbling, gymnastics, aquatics, track and field.

334—Team Sports for Men. 4. Methods and materials in touch-football, football, volleyball, basketball, softball, baseball, speedball, soccer, and low group sports.

335—Individual Physical Education. 3. The physically atypical child; development of programs of activities for his physical, social, and psychological development. *Offered 1970-71 and alternate years.*

336—Evaluation and Measurements. 3. Tests for measuring various phases of a health and physical education program. *Offered 1970-71 and alternate years.*

337—Individual Sports for Men. 2. Methods and materials in tennis, badminton, archery, golf, weight training, and wrestling.

345—Health in the Elementary Schools (Education 345). 2. Concepts of health, qualifications of health education leaders, age level characteristics, scope of health education, school environment, health service in the school, related health agencies, health instruction, testing outcomes in health education.

346—Physical Education in the Elementary Schools (Education 346). 2. An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment.

384—Methods in Health and Physical Education (Education 384). 3. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. *Offered both semesters on the block system. Must be taken during the first half of the semester in which student teaching is done.*

445—Kinesiology. 3. Body mechanics; structure and function of the human muscular systems especially as related to sports and activities. *Offered 1970-71 and alternate years.*

449—Individual Sports for Women. 3. Methods and materials in golf, tennis, badminton, archery, and a series of recreational sports.

450—Team Sports for Women. 3. Methods and materials in speedball, soccer, volleyball, basketball, softball, and low group sports.

Principles of Riding and Horsemanship. By arrangement with nearby Frank Gombalay stables, facilities are available for those interested in perfecting their equestrian skills in riding, hunting, and showing. Non-credit classes in beginning, intermediate, and advanced riding and jumping are offered. For further information, write the Admissions Office.

Physics

Professor Purdom, Chairman, and Dana Professor Emeritus
Assistant Professor Raiford

Instruction in physics is designed to provide the student with a detailed knowledge of analytical theory and a wide range of phenomena, and to give him an appreciation of the methods of experimental inquiry.

The courses in this department are planned to meet the needs of students who plan to enter graduate school immediately or who need physics as preparation for work in related fields; those preparing to teach physics on the secondary school level; and those planning to enter industrial service as technical physicists.

A minimum of thirty semester hours in physics is recommended for a major, and at least twelve semester hours in mathematics, starting with calculus, is required of all physics majors. Chemistry 220-Nuclear Chemistry and Radioactivity carries full credit towards a physics major.

PHYSICS

111-112—General Physics. 4, 4. Principal phenomena of classical and modern physics; quantitative concepts; laboratory work designed to give practice in the manipulation of apparatus so as to secure precise measurements. *Three lectures and one laboratory period per week. Prerequisite: Mathematics 115 or the equivalent.*

221—Physical Optics. 4. Principles of wave optics, interference, diffraction, polarization; elements of spectroscopy and electromagnetic theory of light; optical techniques stressed in the laboratory. *Lectures and laboratory exercises each week.*

222—Mechanics. 3. Statics of a rigid body, dynamics of a particle, motion of a system of particles, harmonic oscillator, central force field motion, Lagrange and Hamilton equations.

331-332—Electricity and Magnetism. 3, 3. Principles of direct current and alternating current theory and circuits; electric and magnetic fields, inductance and capacitance, magnetic materials; development of Maxwell's equations and their application to electromagnetic waves; vacuum tubes and transistors, amplifier circuits and oscillators, and operational characteristics of oscilloscopes. *Lectures and laboratory exercises each week.*

441—Modern Physics. 3. Properties of elementary particles, Rutherford scattering and nuclear model, mass spectroscopy, X-ray principles, Pauli exclusion principle, natural and induced radioactivity, nuclear cross sections, basic ideas of nuclear models.

442—Quantum Mechanics. 3. Wave-particle duality and the Davisson-Germer experiment; basic postulates, solutions to Schroedinger's equation, application to particles in a box, the square well, harmonic oscillator; barrier penetration, hydrogen atom eigenfunctions; superposition of states, the uncertainty principle.

443—Mathematical Methods of Theoretical Physics. 3. Differential equations, series solutions, partial differential equations, the Laplace transform, Fourier series, Bessel functions, and vector calculus including curl, gradient, divergence, and their physical significance.

444—Thermodynamics. 3. Transfer of heat, laws of thermodynamics, conservation of energy, thermodynamic potentials, kinetic theory of ideal gases.

449—Physics Seminar. *Credit to be determined.*

470—Senior Thesis. Individual experience in the research techniques of physics; writing of a professional paper. *Credit to be determined.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

Political Science

Professor Carroll, Chairman
Associate Professor W. Burris
Assistant Professors Fike and Grice
Instructor Sebo

Political science is the study of government and politics, broadly defined as all those activities related directly or indirectly to the making of

authoritative public policy in society. The program in political science is an integral part of the liberal arts program of the college and is designed to contribute to the student's understanding of the political behavior of man in his cultural, historical, and ideological setting. Requirements for a major in political science are sufficiently flexible to allow students to prepare themselves for graduate study in political science or the other social sciences.

Thirty semester hours are required for a major in the department, including Political Science 101, 102, 201, 332, and either 443, 444, or 445. Fifteen additional hours must be selected from the departmental offerings. During the senior year all majors must pass a written and oral comprehensive examination. Students preparing to enter graduate school must also complete Political Science 470, a program of independent study that culminates in a senior thesis. Students whose work in this program is of exceptionally high quality will be awarded departmental honors in political science at commencement. Able students who are not planning to pursue graduate studies are encouraged to participate in this program but are not required to do so.

With the approval of the department chairman and the Academic Dean, a limited number of departmental majors may complete their degrees under Curriculum II. Only students of exceptional ability and demonstrated talent for working independently will be given this option. Those students selected will enter Curriculum II at the beginning of their junior year and their programs will be tailored individually to suit their interest and future plans.

All majors (except those studying under Curriculum II) must take eighteen hours of related field courses. Normally these courses must be taken in the following fields: history, economics, psychology, sociology, philosophy, English, religion, and languages. With the approval of the major adviser, related field courses may be taken in other departments. Majors seeking teacher certification in social studies must meet all departmental requirements with one exception: they take twenty-seven hours in political science instead of thirty. In addition, prospective teachers must take twenty-one hours in history, six hours in economics, six hours selected from sociology, anthropology, or geography, and twenty-three hours in education. Specific course requirements and options in these fields are listed under the appropriate departments. Normally, either Political Science 101, 102, or 201 is prerequisite for

all courses in the department with the exception of those courses in the non-Western studies program. Any course in the department, however, may be taken without prerequisite with the approval of the instructor and the department chairman.

Political Science 101, 102, 201, and 223 are acceptable as social science electives.

POLITICAL SCIENCE

101—The American Political System. 3. The policy-making process in the United States; political culture, political ideologies, structure and function of both official and unofficial political institutions. *Acceptable as a social science elective.*

102—Political Systems of Western Europe. 3. A comparative analysis of the political systems of Great Britain, France, West Germany, Italy, and the Soviet Union; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. *Acceptable as a social science elective.*

201—Introduction to International Relations. 3. The principal problems of international relations in the contemporary world; major theoretical approaches to an understanding of these problems. *Acceptable as a social science elective.*

202—Politics of State and Local Government. 3. Government and politics in the American states; the federal system, the function of political parties and interest groups, and executive-legislative relations.

222—Comparative Political Parties and Interest Groups. 3. Party systems and interest groups in political systems; their function in the policy-making process of the Western democracies; the process of political modernization in the developing nations.

223—Law and Society (Economics 223). 3. The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. *Acceptable as a social science elective.*

300—Asian Political Thought. 3. Political thought of China, India and Japan: Confucianism, Buddhism, Taoism, Hinduism; nationalism and liberal democracy in Asia. *Acceptable as a non-Western studies elective.*

330—Politics of the Developing Areas. 3. The process of nation building; examination of the evolving political systems of new states; cultural traditions, economic problems, political patterns, governmental institutions, and international relations.

331—Government and Politics of Southeast Asia. 3. The structure of government and the dynamics of politics in Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, and the Philippines; post-war nationalistic movements.

332—Scope and Method of Political Science. 3. An examination of methodological problems in political science; behavioral techniques in political analysis.

335—Constitutional Law in the Political Process I. 3. The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

336—Constitutional Law in the Political Process II. 3. The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

338—Seminar in International Politics. 3. International political conflict in the contemporary world; international politics as an output of the major historical trends of the twentieth century.

440—Government and Economic Policy (Economics 440). 3. The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control and regulation.

441—United States Diplomatic History (History 441). 3. Major trends in American diplomatic history from the Revolution to the present; economic, social, and political forces that have influenced American foreign policy.

442—Seminar in American Foreign Policy (History 442). 3. Selected problems in American foreign policy; the processes of foreign policy making.

443—Political Thought: Ancient and Medieval. 3. Major developments in political thought from Plato to the modern era; the classics as a foundation of modern political analysis.

444—Political Thought: Modern. 3. Leading political thinkers from the Reformation to the present; the relationship of their ideas to the politics of the times and to modern political analysis. *A reading course for majors offered on demand.*

445—American Political Thought. 3. An analysis of the ideological context of American government and politics; democratic theory.

450—Special Topics. 3. Exploration of an area or a particular problem of interest to students and faculty in political science but not included in regular departmental offerings.

470—Independent Study and Senior Thesis. 3-6. Individual formulation and completion of a significant program of study leading to the writing of a professional paper.

Psychology

Dana Professor Aiken, Chairman
Professor Norton
Associate Professor Godard
Assistant Professor Zimmerman
Instructor Schumacher

The present program in psychology emphasizes the contribution psychology can make to a liberal education through stimulating intellectual

development, personal growth and adjustment, respect for others, and the feeling of social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in such fundamental areas of investigation as motivation, perception, learning, personality, and social interaction. The student comes to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to eschew the simple explanation and recognize the role of multiple causation in the determination of human behavior. The student will be helped to see personality as the continuous development, organization, and readjustment of a bio-social organism in a physical universe with which it must come to terms. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity, decreased emotionality, and increased competence in dealing with others.

The major program consists of thirty hours of course work in psychology, including Psychology 200, 241, 301-302, 445 and 451. Psychology 232 and 441 are highly recommended, as are supporting courses in biology, sociology, mathematics, logic, and the philosophy of science.

Curriculum II students will be provided with individualized opportunities for independent study and research in accordance with each student's interests and needs. After completion of Psychology 200, 241, 301, and 302, the individualized program will be worked out jointly by the student and such faculty members as the student elects. For students interested in clinical or other applications of psychology, field experiences will be arranged. Should the student wish to undertake original research, the department will offer assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

PSYCHOLOGY

200—General Psychology 3. An introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological measurement and behavior disorders. *Acceptable as a social science elective. Prerequisite for all other psychology courses.*

222—The Psychology of Childhood (Education 222). 3. The interdisciplinary approach to the study of childhood focusing upon the child as a whole and upon the setting in which he grows and develops. *Acceptable as a social science elective.*

226—The Psychology of Adolescence (Education 226). 3. Adolescence as a stage of development and as a way of life; the influence of family, peers, and the larger society; the development of self and the process of character formation; juvenile delinquency. *Acceptable as a social science elective.*

232—Personality. 3. The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. *Acceptable as a social science elective.*

241—Elements of Statistics (Biology 241). 3. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts; statistical methods in the biological and social sciences and in education.

301-302—Experimental Psychology. 3, 3. Methods, facts, and theories of experimental psychology, with emphasis on sensation and perception, motivation and learning; experience in designing and conducting experiments to test hypotheses concerning human and animal behavior. *Prerequisite or concurrently: Psychology 241.*

331—Educational Psychology (Education 331). 3. Theory and research on the process of human learning, emphasizing applications to education.

332—Personnel and Industrial Psychology. 3. Applications of psychology to problems of employee selection, adjustment, training, and the efficiency of performance in business and industry. *Prerequisite: Psychology 241.*

336—The Exceptional Child. 3. The psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed; observation of exceptional children in specialized educational settings.

340—Physiological Psychology. 3. A consideration of anatomical and physiological correlates of behavior. *Two lectures and one two-hour laboratory each week. Prerequisite: Psychology 301-302 and/or previous work in biology recommended.*

441—Theories of Personality. 3. The major theoretical attempts to explain human personality, based on relevant clinical and experimental data. *Prerequisite: Psychology 232.*

442—Abnormal Psychology. 3. Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu and learning in the development and amelioration of behavioral abnormality. *Prerequisite: Psychology 232.*

444—Tests and Measurements. 3. The construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales. *Prerequisite: Psychology 241.*

445—History and Contemporary Issues. 3. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. *Prereq-*

uisite: Senior standing and eighteen hours in psychology including 301-302. Non-majors admitted by departmental approval.

447—Social Psychology. 3. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. *Prerequisite: Psychology 232.*

451—Advanced General Psychology. 3. A survey of the field of psychology at an advanced level. *Prerequisite: Senior standing and eighteen hours in psychology including 301-302. Required of all psychology majors except those exempted by special examination.*

460—Research Problems. 1-3. Intensive reading and research on a topic of interest to the student. *By departmental approval.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner. *Credit to be determined.*

Religion

Professors J. F. Moore, Acting Chairman, and Crownfield
Assistant Professors M. Keiser, Pipkin, and Stoneburner

The courses in the Religion Department are intended to give students some insight into the nature of religion and the history and content of the Judaeo-Christian tradition. Courses in contemporary theology offer opportunity for considering current issues relating to God, man, and the world.

The major program is designed to provide a foundation for further study in preparation for various forms of ministry and for teaching. Courses in religious education offered at Greensboro College are also available. A major consists of Religion 103, 105, 106, 202, 203, 221, 222, 232, 337, 338, 362, and 364, plus at least one of the following: Religion 421, 422, 463, 464, or work in religious education. Appropriate related fields are English, history, music, philosophy, psychology, and sociology. In special cases other subjects may be acceptable. A senior comprehensive examination is required of all majors.

Students will normally select Religion 201 to fulfill the three-hour sophomore requirement. Students who have a special interest and the necessary background may substitute any other course with the consent of the instructor and their adviser. Religion 202 is acceptable as a non-Western studies elective in the junior year.

RELIGION

103—Orientation in Religion. 1. Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion. *Offered 1969-70 and alternate years.*

105—The Old Testament. 3. Introduction to the history, literature, and religious thought of the Old Testament.

106—The New Testament. 3. Introduction to the history, literature, and religious thought of the New Testament.

201—The Judaeo-Christian Tradition. 3. Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism; discussion of basic religious problems. *Fulfills religion requirement.*

202—Non-Western Religions. 3. Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. *Acceptable as a non-Western studies elective.*

203—Orientation in Religion. 1. Biographical sketches of contemporary religious leaders designed to emphasize the scope and variety of modern religion. *Offered 1970-71 and alternate years.*

210—Quakerism. 3. History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. *Offered on demand.*

221—Philosophy of Religion (Philosophy 221). 3. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge. *Offered 1969-70 and alternate years.*

222—Contemporary Theology. 3. Current thinking about Christianity and its relevance to man and his world. *Offered 1970-71 and alternate years.*

226—Devotional Literature. 3. Classic expressions of Christian devotion and their contributions to an understanding of the nature and expression of worship. *Offered on demand.*

232—Christian Ethics. 3. Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. *Offered 1969-70 and alternate years.*

321-322—Christian Education. 3, 3. The concepts of Christian religious education and the forms and methods by which Christian faith is kindled and nourished. *Offered on demand.*

337-338—History of Christianity. 3, 3. Christian thought and institutions from their beginnings to the present day. *Offered 1970-71 and alternate years.*

362—Seminar. 1. Introduction to periodical literature in religion. *Offered 1970-71 and alternate years.*

364—Seminar. 1. Consideration of some special topic not covered in courses. *Offered 1969-70 and alternate years.*

421-422—Contemporary Religious Thought. 3, 3. Leaders and topics in contemporary theological and philosophical thought about religion. *Prerequisite: Religion 221-222. Offered on demand.*

463—Advanced Seminar in Old Testament. 3. A topic or topics selected from the Prophets, the Law, the Writings. *Prerequisite: Religion 105. Offered on demand.*

464—Advanced Seminar in New Testament. 3. A topic or topics selected from the following: the life and teaching of Jesus, the Pauline Epistles, the Johannine Writings, the General Epistles. *Prerequisite: Religion 106. Offered on demand.*

490—Departmental Honors. 3. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GRADUATE STUDY IN RELIGION

Guilford College offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if they have needs which may be met by the program.

REQUIREMENTS FOR ADMISSION

Candidates for the degree must have the Bachelor of Arts or the equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree. Prospective students should take the Graduate Record Examination.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative, and a generally mature attitude. Requirements for a degree include the completion of thirty semester hours of advanced study, the passing of a general oral and written examination, and a satisfactory thesis representing original research.

Students will be expected to be able to use in connection with their studies at least one of the following languages: Greek, Latin, French, or German; they must pass an examination in the chosen language before being admitted to candidacy for the degree.

At present, two three-hour courses or the equivalent are offered each semester, upon sufficient demand.

FEES

The cost is $40.00 per credit hour per semester plus a registration fee of $10.00. Limited scholarship help will be available, the amount being determined by academic standing and need.

RELIGION

511—Early Christianity. 3. The book of Acts, with especial attention to the interaction of Christianity and its environment.

512—New Testament Thought. 3. The unity and variety of thought on the chief topics treated by New Testament writers.

514—The Teaching of Paul. 3. The unique message of Paul and its relation to contemporary Jewish and Hellenistic religion.

521—Preaching: Principles and Practice. 3. Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

522—Preaching: Principles and Practice. 3. A continuation of Religion 521.

523—Quaker Leadership. 3. Comprehensive acquaintance with contemporary Quakerism and preparation for assuming responsible leadership within the Society of Friends.

524—Quaker Leadership. 3. A continuation of Religion 523.

531—Contemporary Theologians. 3. A seminar devoted to the study of selected theologians such as Barth, Brunner, Tillich, and Niebuhr.

532—Quaker Thought. 3. A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time; emphasis on a selected group each year.

541—Seminar in the Philosophy of Religion. 3.

542—Seminar in New Testament. 3.

543—Seminar in Contemporary Theology. 3.

545—Seminar in Old Testament. 3.

RUSSIAN See Foreign Languages.

Sociology and Anthropology

Professors Dinkel and Zopf, Chairman
Associate Professor Gottschall
Assistant Professor R. Johnson
Instructor Stephens

Students seeking professional careers in law, religion, government service or politics, teaching, social work, group work or recreation, business, public relations, human relations, labor relations, or personnel work are invited to major or develop a related field with this department. A student is not seriously considered as a major, however, until he has completed nine hours, including Sociology 200 and 220.

A major in sociology and anthropology requires thirty semester hours including Sociology 200, 220, 339, 392, 440, and two seminars or approved equivalent. Considerable variety in choice of the remainder of the courses in the major and the related fields is possible. However, students working toward Bachelor of Science degrees must include Sociology 222, 318, and Psychology 241. Those planning careers or graduate study in social work should include Sociology 224, 233, 235, and 365. By written permission from the department chairman, certain related courses such as Latin American or Far Eastern culture histories may be counted toward the major. A substantial proportion of the major courses—usually at least eighteen hours, including seminars—must be taken at Guilford or from colleges in the consortium. Sociology majors must take at least one approved course in economics and one in political science as social science electives. The related field will almost always include Psychology 200, 241, and 447.

Special research projects, tutorial reading arrangements, and field work with social agencies may be arranged with departmental permission. The department will allow up to ten hours credit on field work, research, and thesis in approved cases, and encourages a semester's work with a social, governmental or other agency approved by the department. A semester or a summer of study abroad is also encouraged for qualified students.

Students who expect to receive full recommendation to graduate schools must complete a written comprehensive examination, usually prior to the last semester of the senior year.

In addition to the options allowed for advanced students through 460, 470, and 490, the department may permit freshman and sophomore students with special interest in any sociology course to register for one credit hour of independent study, designated by the course number plus *Y*. This may be taken simultaneously with or after the course. A student successful with one experience with independent study may be granted permission for two additional hours during the freshman and sophomore years and considered for a Curriculum II plan. Such plans will be individually tailored for students with very unusual backgrounds and abilities who are granted special departmental permission.

SOCIOLOGY

200—Principles of Sociology. 3. The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches

to the study of society, the culture concept, social structure, socialization, and personality structure. *Acceptable as a social science elective.*

Y—Independent Study. 1. Individual study undertaken in connection with a specific course in sociology. *To be taken concurrently with or immediately following the related course.*

215—Introductory Anthropology. 3. Human origins and the earlier stages of growth of important social institutions; invention and diffusion of cultural patterns; introductory paleontology, archaeology and linguistics. *Acceptable as a social science elective.*

220—Social Problems. 3. Major problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization. *Acceptable as a social science elective.*

221—Rural and Developmental Sociology. 3. The demography, ecology, and patterns of land-use, rural and folk cultures, and socio-economic development of the non-urban world, especially the underdeveloped nations. *Offered 1969-70 and alternate years.*

222—Urban Sociology. 3. Urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas. *Offered 1969-70 and alternate years.*

224—Marriage and the Family. 3. A cross-cultural study of courtship, marriage, and the family; the practical problems of marriage, parenthood, and the family in contemporary society. *Acceptable as a social science elective.*

225—The Cultural History of Latin America (History 225). 3. Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation: resources, social institutions, liabilities, and current problems. *Acceptable as a non-Western studies elective.*

233—Crime and Delinquency. 3. The nature and causes of crime, crime statistics, an analysis of theory and methods of reformation, treatment and prevention.

235—Introduction to Social Work. 3. A developmental history and description of public and private social agencies, case work and group work processes.

236—Community and Community Organization. 3. Community and problems of community organization in urban settings; planning, financing, publicizing, organizing and coordinating public, quasi-public, and private agency services for the community; recent civil rights, poverty, and involvement programs.

250—Southern Regions (History 250). 3. The physical and human resources, inherent capacity, history, culture and recent change of the southeastern region of the United States. *Offered 1970-71 and alternate years.*

305—Social Structure and Social Change and Dynamics. 3. Social differentiation, stratification, social systems; dynamics and processes of change; comparison of structure-function and conflict emphases. *Offered 1969-70 and alternate years.*

318—Population Problems. 3. Demographic history, theory, determinants, consequences. *Offered 1970-71 and alternate years.*

339—Methods of Research. 3. Scientific method, logic of the social sciences, modern research techniques and methods, case studies, questionnaires, scaling, and basic statistics.

348—Industrial Sociology. 3. Interpersonal relations in work situations; the sociology of occupations and social classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy. *Offered 1969-70 and alternate years.*

360—The Sociology of Education. 3. Intergroup relations, the function and operation of various agencies operating within the community, the role of the school, methods and materials of intergroup education. *Offered on demand.*

365—Racial and Ethnic Relations. 3. Racial and ethnic differences and attitudes; the present status of racial and ethnic groups in the U.S. and throughout the world; the dynamics of their changing relations. *Offered 1970-71 and alternate years.*

392—Cultural Anthropology. 3. Cultural patterns of socialization and personality formation; social organization and social institutions, especially modern primitive; applicaton of anthropological methods to subdivisions of modern Western society.

426—Sociology of Religion. 3. The interaction of religious experience and tradition with socio-cultural and institutional phenomena; developments with Western and Christian cultural patterning; larger non-Christian religious developments; primitive or preliterate religions. *Offered on demand.*

440—Social Theory. 3. Basic social and sociological theory: early philosophical bases, nineteenth century thought, and contemporary theory.

450-451—Seminars. 2. Current material from sociological and social casework journals, depth studies of topics of special and timely interest, visiting lecturers and discussion leaders; major topics selected according to the needs and interests of the groups.

460—Field Work. Properly supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. *Prerequisite: advanced standing and departmental approval. Credit to be determined.*

470—Senior Thesis. 1-3. Individual experience in the research techniques of sociology; writing of a professional paper.

480—Research Problems. A problem in social investigation and research, with design and methodology approved by the department. *Prerequisite: Sociology 339, advanced standing, and departmental approval. Credit to be determined.*

490—Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. *Credit to be determined.*

SPANISH See Foreign Languages.

SPEECH See Drama and Speech.

VII

personnel



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Board of Visitors 1969-70

The Board of Visitors consists of a group of people from various walks of life, as well as from various geographical areas, who are interested in and informed about the program at Guilford College. They advise administrative officers and trustees of the college, serve as ambassadors of good will for

the college, and otherwise aid Guilford in accomplishing its programs and objectives. Ex officio members of the Board of Visitors are the President of the college, the Director of Development, the President of the Alumni Association, and the Chairman of the Trustee Committee on Promotion and Development.

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Bradshaw Snipes, Morrisville, Pa.
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O. F. Stafford, Greensboro
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Anna Lord Strauss, New York, N.Y.

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Edward Zane, Greensboro

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Administrative Council

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William C. Burris, Ph.D., Academic Dean and Associate Professor of Political Science

Fred I. Courtney, Ph.D., Director of the Downtown Campus and Voehringer Professor of Management

Jerry H. Godard, Ed.D., Executive Dean and Associate Professor of Psychology

William J. Lanier, Ph.D., Dean of Students and Associate Professor of Education

David W. Morrah, Jr., B.S., Director of Community Relations—Downtown Campus

David H. Parsons, Jr., M.A., Business Manager

T. Alvin Wheeler, Jr., B.A., Director of Development

Edward F. Burrows, Ph.D., Faculty Representative

Administrative Staff

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John K. Bell, M.A., Director of Admissions
William E. Benbow, B.A., Director of Alumni Affairs
Elizabeth S. Bergman, Bursar
Leslie Brown, B.S., Student Counselor and Admissions Counselor
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R. S. Clemmons, M.D., Psychiatric Consultant
Landrum L. Cross, M.Ed., Assistant Dean of Students and Head Resident of 1968 Men's Hall
Frederic R. Crownfield, Ph.D., Director of Tri-College Consortium
Gladys M. Goodrum, Head Resident—Founders Hall
Charles C. Hendricks, B.A., Special Assistant to the President
Edith A. Hester, R.N., Nurse
Ronald Keene, Assistant Superintendent of Buildings and Grounds
Doris H. Lauten, Ph.D., Associate Director of Admissions and Counselor —Downtown Campus

Nell S. Laws, Circulation Librarian

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Kathryn R. Matacia, Head Resident—Hobbs Hall

Treva W. Mathis, B.A., Associate Director of Libraries

Attie C. May, M.R.E., Serials Librarian

Dorothy M. Merck, Head Resident—Shore Hall

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Frances C. Mitchell, Executive Housekeeper

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David L. Owens, M.A., Editorial Assistant to the Department of Information Services and Publications

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Herbert L. Poole, M.S.L.S., Director of Libraries and Library Coordinator for the Tri-College Consortium

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Barbara J. Rau, M.S. in Educ., Associate Dean of Students

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Ruth Rothe, Assistant to Coordinator of Off-Campus Programs

Nelsie P. Rothschild, M.Ed., Chief Cataloguer

George B. Roycroft, B.A., Director of Information Services and Publications

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Dorothy G. Thorne, M.A., Curator of the Quaker Collection and Professor of English

Charles F. White, Audio-Visual Coordinator

Robert L. Willis, B.A., Assistant Dean and Assistant Registrar—Downtown Campus

Faculty

Khamis Abdul-Magid (1967), *Dana Professor of Economics*
B.A., American University of Cairo, Egypt; M.A., University of Texas; Ph.D., University of Pennsylvania

LEWIS R. AIKEN, JR. (1966), *Dana Professor of Psychology*
B.S., M.A., Florida State University; Ph.D., University of North Carolina—Chapel Hill

MALISSA M. ANDERSON (1967), *Instructor in Chemistry*
B.S., Emory and Henry College; Ph.D., University of Tennessee

HERBERT T. APPENZELLER (1956), *Professor of Education and Director of Athletics*
B.A., M.A., Wake Forest University; Ed.D., Duke University

RUDOLPH S. BEHAR (1968), *Assistant Professor of English*
B.A., University of Connecticut; M.A., Hunter College; Ph.D., University of Oregon

ANNIE V. BELL (1966), *Assistant Professor of Elementary Education*
B.A., University of Chattanooga; M.A., Ohio State University; graduate study, University of North Carolina—Greensboro and Indiana University

JAMES R. BOYD (1961), *Associate Professor of Mathematics*
B.A., Trinity University; M.A., North Texas State College

ROBERT R. BRYDEN (1961), *Professor of Biology*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Vanderbilt University

**MARILYN G. BURRIS (1968), *Instructor in Voice*
B.A. Meredith College; M.Mus., Manhattan School of Music; graduate study, University of North Carolina—Chapel Hill

WILLIAM C. BURRIS (1964), *Academic Dean and Associate Professor of Political Science*
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EDWARD F. BURROWS (1948), *Professor of History*
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WILLIAM A. CARROLL (1968), *Professor of Political Science*
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CHARLES R. CARROW (1967), *Instructor in Biology*
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EDWIN G. CAUDILL (1968), *Associate Professor of Management*
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CLAUDE THÉRÈSE CHAUVIGNÉ (1965), *Assistant Professor of French*
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**Part-time

JOYCE P. CLARK (1959), *Assistant Professor of Women's Physical Education*
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THOMAS G. CLARKE (1967), *Assistant Professor of Geology*
B.S., U.S. Merchant Marine Academy; B.S., M.S., University of North Carolina—Chapel Hill; graduate study, University of North Carolina—Chapel Hill

CLAUDE K. COOK (1962), *Assistant Professor of Music*
B.A., Guilford College; M.A., Columbia University; graduate study in France; Ed.D. candidate, Columbia University

MARTHA H. COOLEY (1965), *Assistant Professor of History*
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FRED I. COURTNEY (1965), *Director of the Downtown Campus and Voehringer Professor of Management*
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**ROBERT M. DINKEL (1951), *Professor of Sociology*
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CARROLL S. FEAGINS (1946), *Professor of Philosophy*
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HENRY G. HOOD, JR. (1964), *Associate Professor of History*
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WILBUR E. JOHNSON, JR. (1964), *Instructor in Men's Physical Education*
B.A., M.Ed., College of William and Mary

MADELYN LOCKHART KAFOGLIS (1969), *Professor of Economics*
B.A., Denison University; M.A., Ohio State University; Ph.D., Ohio State University

ELIZABETH B. KEISER (1966), *Assistant Professor of English*
B.A., Earlham College; M.A., Yale University; Ph.D. candidate, Yale University

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PATRICIA W. KELLY (1967), *Instructor in Biology and Natural Science*
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B.A., Guilford College; B.D., Hartford Theological Seminary; Ph.D., Columbia University; post-doctoral study, University of Pennsylvania

JOHN D. LAMBETH (1962), *Assistant Professor of Men's Physical Education*
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WILLIAM J. LANIER (1966), *Dean of Students and Associate Professor of Education*
B.S., M.S., Ph.D., Purdue University

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J. Floyd Moore (1944), *Professor of Biblical Literature and Religion*
B.A., Guilford College; B.D., Hartford Theological Seminary; Ph.D., Boston University

Josephine L. Moore (1963), *Professor of History*
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**Part-time

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B.A., LL.B., Northeastern University; M.A., Boston University; LL.M., New York University

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B.A., D'Youville College; graduate study, Boston College, St. Louis University, University of North Carolina—Chapel Hill

John M. Pipkin (1963), *Assistant Professor of Religion and Director of Yearly Meeting Relations*
B.A., M.A., Guilford College; graduate study, Woodbrooke College, England

E. Garness Purdom (1927), *Professor of Physics, Dana Professor Emeritus*
B.A., Centre College; M.S., University of Chicago; Ph.D., University of Michigan

Richard D. Raddock (1968), *Assistant Professor of Economics*
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Floyd A. Reynolds (1960), *Registrar and Assistant Professor of Mathematics*
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RU M. SABRE (1967), *Instructor in Philosophy*
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SUSAN J. SCHUMACHER (1968), *Instructor in Psychology*
B.A., Roanoke College; M.A., Hollins College

KATHERINE H. SEBO (1968), *Instructor in Political Science*
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HENRY C. SEMMLER (1965), *Assistant Professor of English*
B.A., Guilford College; M.A., Duke University; M.A., University of North Carolina—Chapel Hill; graduate study, University of North Carolina—Chapel Hill

JANET C. SPEAS (1965), *Assistant Professor of English*
B.A., M.F.A., University of North Carolina—Greensboro

CATHERINE U. STEELE (1957), *Assistant Professor of Women's Physical Education*
B.S., M.Ed., University of North Carolina—Greensboro

JERRY M. STEELE (1962), *Assistant Professor of Men's Physical Education*
B.S., Wake Forest University; M.Ed., University of North Carolina—Chapel Hill

EDITHA M. STEPHENS (1969), *Instructor in Sociology-Anthropology*
B.A., University of Florida; M.A., University of North Carolina—Chapel Hill

ALEXANDER R. STOESEN (1966), *Associate Professor of History*
B.A., The Citadel; M.A., University of Rochester; Ph.D., University of North Carolina—Chapel Hill

JOHN H. STONEBURNER (1968), *Assistant Professor of Religion*
B.A., Earlham College; B.D., Drew Theological School; Ph.D., Drew University

EUGENE H. THOMPSON, JR. (1958), *Assistant Professor of French*
B.A., M.A., University of Kentucky; graduate study, Duke University

*On leave

**Dorothy G. Thorne (1926-1954; 1965), *Curator of the Quaker Collection and Professor of English*
B.A., Earlham College; M.A., Columbia University; graduate study, University of Wisconsin and University of North Carolina—Chapel Hill

Kenneth D. Walker (1962), *Assistant Professor of Mathematics*
B.A., East Carolina University; M.Ed., University of Georgia; graduate study, Wake Forest University

Richard C. Ward (1961), *Assistant Professor of Biology*
B.S., University of Connecticut; M.S., University of Massachusetts

Gary E. Zimmerman (1969), *Assistant Professor of Psychology*
B.S., University of Wisconsin; M.S., University of Wisconsin; graduate study, University of Ottawa

Paul E. Zopf, Jr. (1959), *Professor of Sociology*
B.S., University of Connecticut; M.S., Ph.D., University of Florida

Emeriti

Harold M. Bailey, B.A., M.Ed., *Associate Professor of Education,* 1948-1969

Carl C. Baumbach, B.M., M.M., *Associate Professor of Music,* 1950-1968

Eva Galbreath Campbell, B.A., M.A., Ph.D., *Professor of Biology,* 1924-1961

George W. Cobb, B.A., M.A., Ph.D., *Associate Professor of English,* 1961-1966

N. Era Lasley, B.S., *Registrar,* 1918-1959

Clyde A. Milner, B.A., M.A., B.D., Ph.D., LL.D., *President of the College and Professor of Philosophy,* 1930-1965

Ernestine Cookson Milner, B.A., B.S., M.A., *Professor of Psychology,* 1930-1965

Algie I. Newlin, B.A., M.A., Dr. Sc. Pol. (Geneva), *Professor of History and Political Science,* 1924-1966

Oscar M. Polhemus, B.A., M.A., S.T.B., Th.D., *Associate Professor of Political Science,* 1957-1964

J. Curt Victorius, Dr. Pol. Econ. (Hamburg), *Professor of Economics and Business Administration* 1940-1964

Edna L. Weis, B.A., B.S., M.A., *Assistant Professor of English,* 1946-1964

V. Judson Wyckoff, B.A., Ph.D., *Professor of Economics,* 1964-1968

**Part-time

Student Body (Main Campus)

Geographical Distribution (1968-69)

United States Students

Alabama	1
Alaska	1
California	2
Connecticut	10
Delaware	17
District of Columbia	4
Florida	15
Georgia	5
Indiana	8
Iowa	1
Maine	1
Maryland	46
Massachusetts	12
Michigan	2
Missouri	1
Nebraska	1
New Hampshire	1
New Jersey	37
New York	36
North Carolina	691
Ohio	9
Oklahoma	1
Pennsylvania	32
Rhode Island	1
South Carolina	8
Tennessee	1
Texas	1
Virginia	101
West Virginia	1
Wisconsin	1
Territories	1
Foreign Residence	1
TOTAL	1050

Students From Other Countries

Canada	1
Chile	1
Cuba	1
Dominican Republic	1
India	1
Japan	1

Jordan	1
Korea	1
Venezuela	1
TOTAL	9

Classification (1968-69)

	Men	*Women*	*Total*
Graduates	2	1	3
Seniors	140	88	228
Juniors	110	70	180
Sophomores	139	117	256
Freshmen	183	199	382
Special	1	6	7
Auditor	0	3	3
TOTALS	575	484	1059

Religious Preference (1968-69)

Methodist	271
Baptist	165
Society of Friends	149
Presbyterian	124
Episcopal	84
Catholic	65
United Church of Christ	42
Lutheran	28
Jewish	24
Moravian	19
Unitarian	10
Non-Denominational Protestant	8
Reformed	2
Pentecostal Holiness	2
Church of England	2
Greek Orthodox	1
Christian Science	1
Church of The Brethren	1
Assembly of God	1
Bahai	1
Buddhist	1
Coptic	1
Moslem	1
New Testament	1
Russian Orthodox	1
No Preference	54
TOTAL	1059

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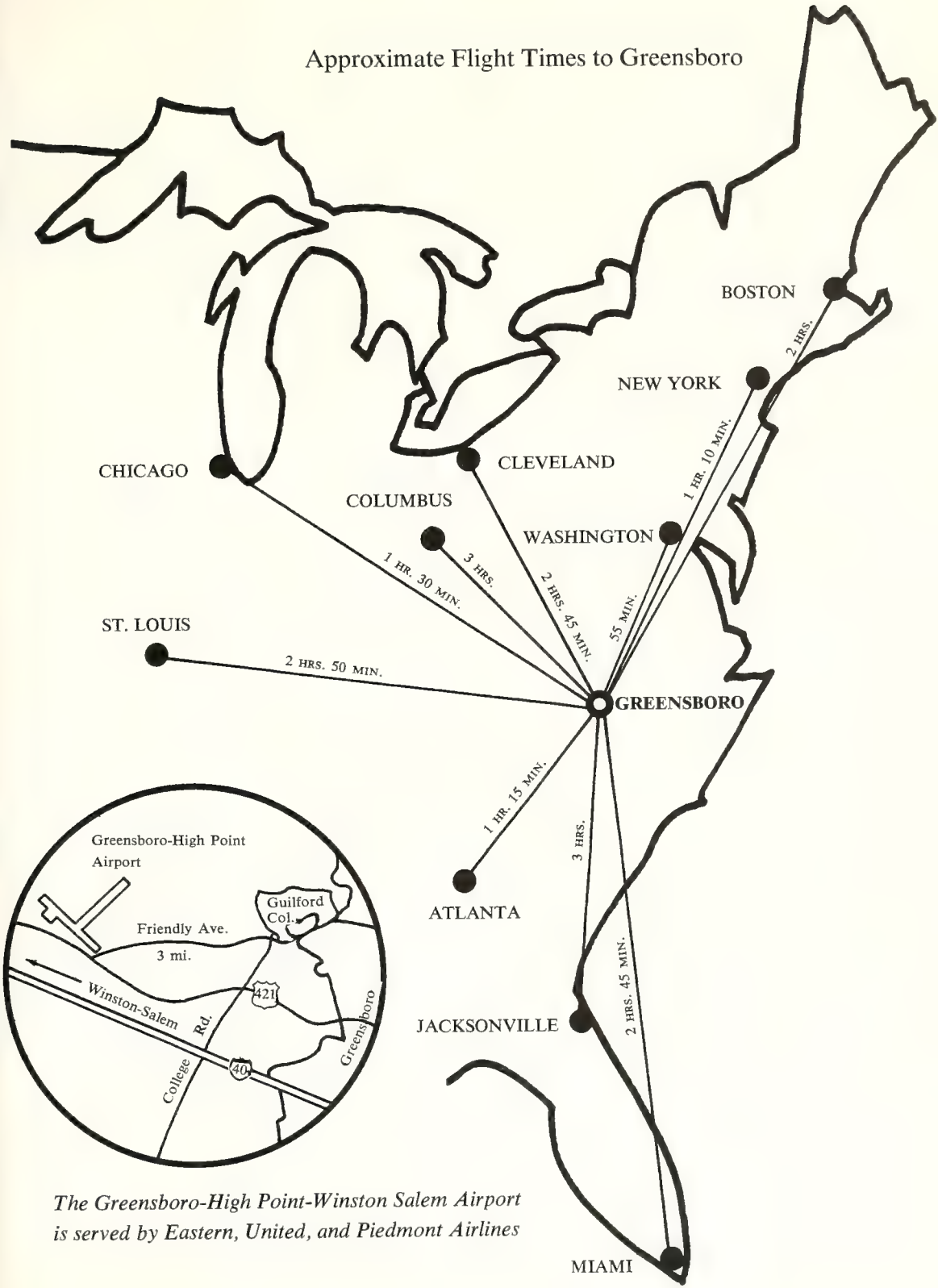
Calendar For 1969-1970

Dormitories open for Freshmen	September 7
Registration of Freshman Class	September 10
Registration of Upperclassmen	September 11
All Classes Begin	September 12
Last day to add courses or change sections	September 19
Last day to drop courses without withdrawal grades	October 10
Meeting of the Board of Trustees	October 31
Homecoming	November 1
First Quarter Ends	November 1
Meeting of the Board of Visitors	November 7-8
Last day to drop courses with withdrawal grades	November 14
Thanksgiving Holidays begin, 5:00 p.m.	November 25
Classes resume, 8:00 a.m.	December 1
Christmas Holidays begin, 5:00 p.m.	December 18
Classes resume, 8:00 a.m.	January 5
Reading Day	January 16
Semester Examinations	January 17-24
Semester break begins, 3:00 p.m.	January 24
Meeting of the Board of Trustees	January 30
First Semester Ends	January 31
Registration for Second Semester	February 2
All Classes Begin	February 3
Last day to add courses or change sections	February 10
Last day to drop courses without withdrawal grades	March 5
Third Quarter Ends	March 25
Spring Holidays begin, 5:00 p.m.	March 25
Classes resume, 8:00 a.m.	April 2
Last day to drop courses with withdrawal grades	April 8
Meeting of the Board of Trustees	April 24
Reading Day	May 19
Semester Examinations	May 20-27
Alumni Day	May 30
Commencement Exercises	May 31

Calendar For 1970-1971*

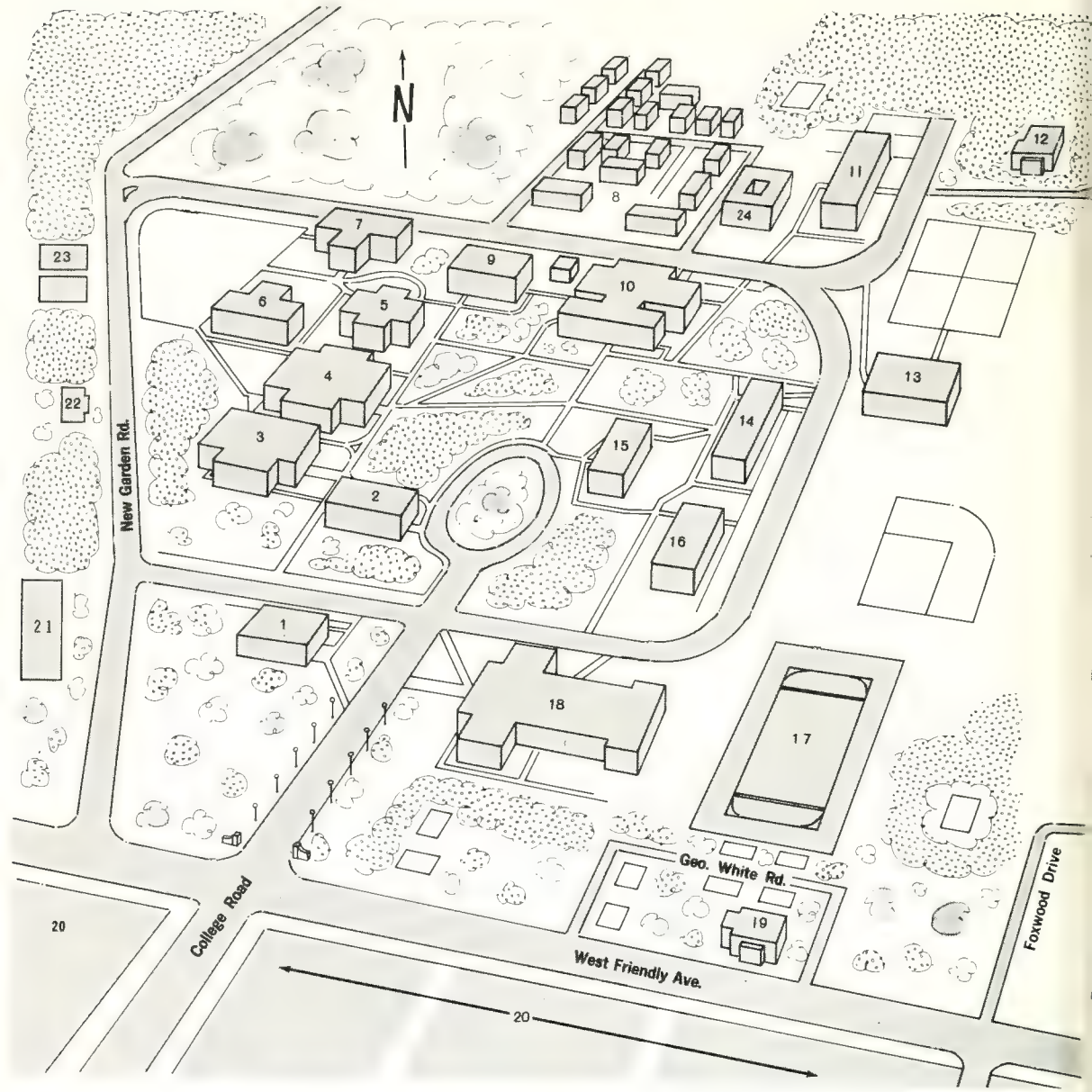
Dormitories open for Freshmen	September 13
Registration for Freshman Class	September 16
Registration for Upperclassmen	September 17
All Classes Begin	September 18
Last day to add courses or change course sections	September 25
Last day to drop courses without withdrawal grades	October 16
Meeting of the Board of Trustees	October 30
Homecoming	October 31
First Quarter Ends	November 5
Meeting of the Board of Visitors	November 14-15
Last day to drop courses with withdrawal grades	November 20
Thanksgiving Holidays Begin, 12:00 noon	November 24
Classes Resume, 8:00 a.m.	November 30
Christmas Holidays Begin, 12:00 noon	December 18
Classes Resume, 8:00 a.m.	January 4
Reading Day	January 15
Semester Examinations	January 16-23
Semester Break Begins, 3:00 p.m.	January 23
Meeting of the Board of Trustees	January 29
Registration for Second Semester	February 1
All Classes Begin	February 2
Last day to add courses or change course sections	February 9
Last day to drop courses without withdrawal grades	March 4
Third Quarter Ends	March 23
Spring Holidays Begin, 12:00 noon	March 24
Classes Resume, 8:00 a.m.	April 1
Last day to drop courses with withdrawal grades	April 7
Meeting of the Board of Trustees	April 23
Reading Day	May 18
Semester Examinations	May 19-26
Alumni Day	May 29
Commencement Exercises	May 30

*Subject to modification



The Greensboro-High Point-Winston Salem Airport is served by Eastern, United, and Piedmont Airlines

The Residential Campus



1. New Garden Hall (Administration)
2. Duke Memorial Hall
3. Main Campus Library
4. King Hall
5. Mary Hobbs Hall
6. Student Union Building
7. Binford Hall
8. Frazier Apartments
9. Shore Hall
10. Founder's Hall and Dining Hall
11. Milner Hall
12. Ragsdale House (President's Home)
13. Gymnasium
14. Cox Hall
15. Archdale Hall
16. English Hall
17. Armfield Athletic Center
18. Dana Auditorium
19. George White Hall Development, Alumni and News Offices.
20. Banks, Post Office and Shopping Area
21. New Garden Friends Meeting
22. Office, North Carolina Yearly Meeting of the Society of Friends
23. Friends' Homes
24. 1968 Residence Hall

SUMMER SCHOOL 1970

BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

June 8 to July 11

July 13 to August 15

Greensboro Tri-College Consortium

SUMMER SCHOOL 1970

BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

Greensboro Tri-College Consortium

Application and Registration Procedure

New Summer Session applicants planning to take all or part of their course work at Guilford College, Downtown Campus, in the evening should direct their applications to the Downtown Campus Admissions Office, 501 W. Washington St., P. O. Box 1709, Greensboro, N. C. 27402. These applicants should register at the Downtown Campus on Monday, June 8, from 6:30 to 9:30 p.m.

Pre-registration for currently enrolled students will be scheduled for late April and early May, dates to be announced.

It should be noted that admission to the Summer Session does not assure regular admission to the 1970 Fall Semester. Summer session applicants who wish to continue in the fall semester must follow the established admission procedure as described in the regular Guilford College Catalog.

Supplemental Course Offering

The following course which is not listed in this bulletin will be offered in the evening program at the Downtown Campus:

Speed Reading and Comprehension	n/c	Section A	1
		Section B	2

GREENSBORO TRI-COLLEGE CONSORTIUM

Bennett College, Greensboro College, and Guilford College have enriched their 1970 summer programs by instituting a joint summer session to be held on the campus of Greensboro College and the adjacent Downtown Campus of Guilford College. The combined summer school, an extension of the mutual cooperation already existing between the three private colleges, is being sponsored by the Greensboro Tri-College Consortium.

The member colleges, recognizing their common bond as small, church-related liberal arts institutions, formed the consortium in 1968 in an effort to enrich their respective programs without sacrificing their own distinctive characters. During the 1968-69 academic year, the schools began sharing library resources, guest lecturers, and specialized faculty members. Students registered in any one of the colleges are also now allowed to take courses at either of the other colleges for full credit and without additional registration or fees.

The joint summer session is viewed as a logical extension of the present spirit of cooperation existing among the three Greensboro, North Carolina, colleges. In addition to being able to offer twice as many summer courses as has been possible in the past, the combined summer school will permit a number of advanced and specialized courses.

As an integral part of the regular academic program of the colleges, the summer session is designed for students who wish to continue their education during the summer, teachers who wish to pursue work in their special field, and individuals who wish to further their formal education. Through attendance at summer sessions, it is possible for students to complete their baccalaureate study in three years.

The summer session courses will be taught by members of the regular teaching faculties of all three colleges and will cover the full content of the courses given during the fall and spring academic sessions. Credits up to seven hours per session may be earned during the summer.

Students enrolled in the tri-college summer school may choose from 94 daytime courses being offered during both sessions. The courses include: art, biology, economics, education, English, French, German, Spanish, geography, geology, history, mathematics, music, philosophy, physical education, political science, psychology, religion, sociology, and speech.

Public school teachers needing to renew teaching certificates or desiring additional training in educating the exceptional child, may enroll in any of 10 special education courses. Thirty-two evening courses are also being offered.

Each of the three consortium members is fully accredited by the Southern Association of Colleges and Secondary Schools.

ADMISSIONS

Students enrolling in the Greensboro Tri-College Consortium Summer School must meet all admission requirements. Students who are attending other colleges must present a statement of good standing from that institution and should have approval for courses to be taken. Students who have not matriculated at any college previously must present evidence of high school graduation and a transcript of secondary school work.

EXPENSES

Tuition charges for courses are $32.00 per credit hour, plus a $10.00 registration fee. Courses may be audited for a charge of $25.00 per course. A $2.00 activity fee is charged to all students living on the campus. Room and board are provided for $22.00 per week.

Private music instruction, consisting of two forty-five minute sessions per week, will be available at a charge of $65.00 per session.

ALL FEES ARE PAYABLE AT REGISTRATION. Any special method of payment must be cleared in advance of registration through the business manager of the student's respective college. (This applies only to Bennett, Greensboro, and Guilford College students.)

There will be no refunds for withdrawal after the second day of classes.

LIVING ACCOMMODATIONS

New dormitories for men and women on the Greensboro College campus will be used to house students. Students taking night courses at the Downtown Campus of Guilford College may live in the dormitories if they wish to do so. Each student will provide his own linen.

Meals are served from 7:15 - 8:00 (breakfast); 12:15-1:30 (lunch); 5:15-6:00 (supper).

REGISTRATION AND REGULATIONS

Those students currently enrolled at the Downtown Campus of Guilford College will register for all classes, day or night, at the Downtown Campus on Monday, June 8, from 6:30 to 9:30 p.m. All other students will register in Hanes Gymnasium on the Greensboro College campus on Monday, June 8, from 9:00 a.m. to 12:00 and 1:00 to 3:00 p.m.

The colleges reserve the right to cancel classes which have less than ten students enrolled.

COURSE LOAD AND TRANSCRIPTS

The normal maximum course load is 7 credit hours per session.

A transcript of the student's summer school work will be sent to the registrar of the college where the student will enroll in the fall.

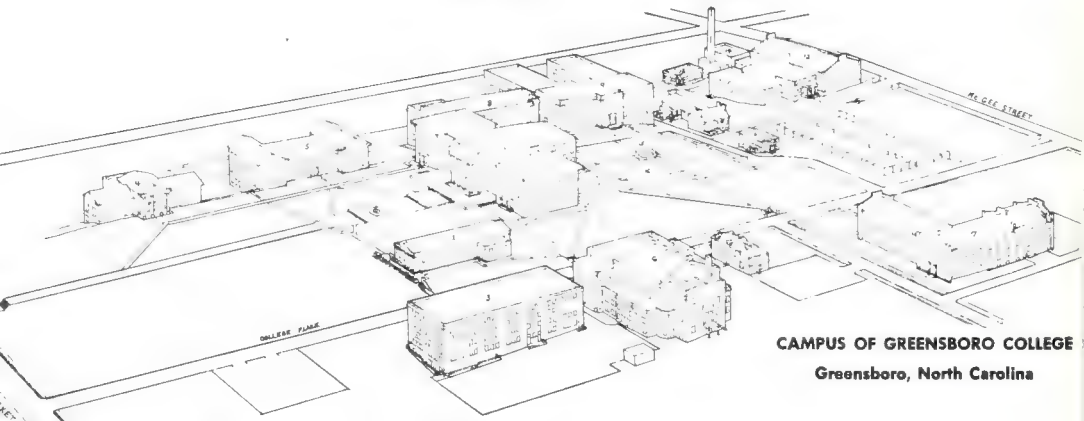
FIRST SESSION — JUNE 8-JULY 11

Course No.	Description	Instructor	Period	Credit
Art 116 (204)	Introduction to Art	Huntley	3	3
Art 218	History of American Painting (will satisfy Fine Arts at Guilford)	Bott	3	3
Art 222	Painting (Studio)	Bott	4	3
Art 213	Art for Elementary Teachers	Huntley	4	3
Biology 101 (113)	General (Lab 1:30-4:30	Williams	1	4
Biology 381 (443)	Genetics (Lab 1:30-4:30	Staff	3	4
Chemistry 101 (111)	General (Lab 1:30-4:30)	Kadunce	2	4
Chemistry 301 (223)	Organic (Lab 1:30-5:30)	Kadunce	3	4
Economics 111 (221)	Principles	Robbins	2	3
Economics 311 (322)	Macro-economics	Abdul-Magid	3	3
Economics 341-342	Income Tax	Frazier	2	4
Education (372)	The Secondary School	Parker	2	3
Education (400)	Practice Teaching (open to all qualified students)	Appenzeller	TBS	6
English 101 (101)	Composition	Coleman	1	3
English 201 (233)	English Literature	Marlette	3	3
English 261 (223)	American Literature	Wilson	4	3
English 304 (331)	Shakespeare	Boone	1	3
Humanities 104	Afro-American Literature	Boone	2	3
French 111 (101)	Elementary	Staff	1	3
French 221 (103)	Intermediate	Eko	2	3
German 221 (103)	Intermediate	Rosthal	2	3
German 111 (101)	Elementary	Rosthal	1	3
German (221)	Introduction to German Culture	Feagins	2	3
Geography (113) (Econ. 101)	Elements of Geography	Clarke	1	3
Geology (105)	Concepts of Geology	Clarke	4	3
History 101	World History	Grayson	3	3
History 241 (221)	American	Stoessen	2	3
History (431)	Am. Thought and Culture	Stoessen	1	3
History 478 (445)	Europe Since World War I	Grayson	4	3
Mathematics 101	Fundamentals	Davis	2	3
Mathematics 111 (103)	Basic Principles	Davis	4	3
Mathematics 153 (115)	Elementary Functions	Boyd	1	3
Mathematics (105)	Finite Mathematics	Boyd	2	3
Music 301	Theory	Beyer	2	4
Music 331	Elements	McDonald	1	3

Applied organ, piano, brasses, voice		Staff	TBS	
Philosophy 316 (211)	Ethics	Hudgins	4	3
Philosophy 218 (190)	Logic	Feagins	2	3
Political Science 201 (101)	American Political Systems	Sebo	4	3
Physical Education 341 (225)	Principles of P. E.	Ariail	4	3
Physical Education 216	Aquatics	Ariail	5	1
Psychology 151 (200)	General	Schumacher	1	3
Psychology 211	Psych. of Excep. Children	Brogan	1	3
Psychology 152 (331)	Educational	Brogan	3	3
Psychology (450)	Emotional Disorders of Childhood	Norton	2	3
Religion 101 (105)	Old Testament	Hull	1	3
Religion 351	Christianity as Encounter	Hull	2	3
Religion (202)	Non-Western Religion	Moore	4	3
Sociology 201 (200)	Introduction	Staff	3	3
Sociology 207 (392)	Cultural Anthropology	Speas	4	3
Spanish 111 (101)	Elementary	Staff	1	3
Spanish 221 (103)	Intermediate	Sanchez-Boudy	2	3
Special Education 217	Languages Arts and Social Studies for the Mentally Retarded	Hall	3	3

Psychology—Special Topics

Psychology (450) Psychology of Creativity: an Interdisciplinary Approach
Taught by Dr. Irving Taylor, coordinator of the Creativity Program of the Smith-Richardson Foundation.
Tuesday and Thursday afternoons—3:00-5:00
Junior-Senior level only 3 hours credit.



CAMPUS OF GREENSBORO COLLEGE
Greensboro, North Carolina

1—Main Building
Administrative Offices—first floor
Women's Dormitory—second and third floors
2—Hannah Brown Finch Memorial Chapel
3—Cowan Humanities Building (classroom)
4—James Addison Jones Library
5—Arts and Science Building (classrooms and laboratories)
6—Odell Memorial Auditorium and Department of Music
7—Men's Residence Hall
8—Greensboro Building:
Dining Hall—lower level
Women's Dormitory—first, second and third floors
9—New Women's Residence Hall
(under construction—completion in 1969)
10—Infirmary
11—Student Center:
Post Office, bookstore and soda shop
12—Gymnasium and Pool
13—Maintenance Building
14—Heating Plant
15—Hudson Hall (not shown)
present dormitory for women—to be removed upon completion of new dormitory
16—Fitzgerald Hall (not shown)
present dormitory for women—to be removed upon completion of new dormitory

Two-hour parking on west side of College Place — Unlimited parking in outlined areas on map

SECOND SESSION — JULY 13-AUGUST 15

Course No.	Description	Instructor	Period	Credit
Biology 102 (114)	General (Lab. 1:30-4:30)	Williams	1	4
Biology 224	Ornithology	Callahan	6 a.m.	3
Chemistry 102 (112)	General (Lab 1:30-4:30)	Kadunce	2	4
Chemistry 302 (224)	Organic (Lab 1:30-5:30)	Kadunce	3	4
Economics 112 (222)	Principles	Knighton	2	3
Economics 455 (441)	Labor Economics	Knighton	3	3
Education (388)	Mat. & Methods for Sec. Schools	Parker	2	3
English 102 (102)	Composition	Coleman	1	3
English 202 (234)	English Literature	Staff	3	3
English 262 (224)	American Literature	Wilson	4	3
English 315	The English Novel	Berry	3	3
English (450)	Asian Lit. in Translation	Berry	4	3
French 112 (102)	Elementary	Staff	1	3
French 222 (104)	Intermediate	Eko	2	3
German 222 (104)	Intermediate	Feagins	2	3
German 112 (102)	Elementary	Feagins	1	3
Geography (114) (Econ. 102)	Regional Geography	Frazier	1	3
History 102	World History	Hodge	3	3
History 242 (222)	American	Hodge	2	3
History 345	The Old South	Puryear	5	3
Mathematics 102	Fundamentals	Garner	2	3
Mathematics 112 (104)	Basic Principles	Davis	4	3
Mathematics 236	Probability and Statistics	Garner	3	3
Music 111 (111)	Music Appreciation	Morris	3	3
Music 302	Theory	Beyer	2	4
Music 332	Mat. & Meth. for Elem. Grades	McDonald	1	3
Applied organ, piano, brasses, voice		Staff	TBS	
Philosophy 213 (200)	Introduction	Feagins	2	3
Political Science 201 (101)	Am. Political Systems	Sebo	4	3
Physical Education 342 (226)	Principles of Health	Reece	4	3
Physical Education 217	Individual and Dual Sports	Reece	5	1
Psychology 233	Child and Adolescent	Everhart	1	3
Religion 102 (106)	New Testament	Weaver	1	3
Religion 321	Mission and Message of Jesus	Weaver	2	3
Sociology 202 (220)	Social Problems	C. Johnson	3	3
Sociology 309 (365)	Collective Behavior	C Johnson	4	3
Spanish 112 (102)	Elementary	Staff	1	3

Spanish 222 (104)	Intermediate	Sanchez-Boudy	2	3
Speech 101	Fundamental	Hart	4	3
Speech 102	Public Speaking	Hart	1	3

Special Education 218—Mathematics and Science for the Mentally Retarded. This will be a 2 week workshop beginning July 13 and running through July 25. Taught by Mrs. Hall. 3 hours credit.

TBS—To Be Scheduled
Course numbers without parentheses are Greensboro College courses.
Course numbers with parentheses are Guilford College courses.

SUMMER SCHOOL 1970 • DOWNTOWN CAMPUS • GUILFORD COLLEGE

DAY (LEEP)

Psychology 200A	N. Williams	Mon. & Thurs.	12:10- 2:00
Sociology 200A	R. Speas	Mon. & Thurs.	10:10-12:00

NIGHT

Course No.	Description	Instructor	Period	Credit
Biology 211	Genetics and Man	Staff	1	3
Biology 212	Ecological Systems	Bryden	2	3
Business 120	Introduction	T. Moore	1	3
Business 230	Personal Finance	T. Moore	2	3
Business Education 111	Typing I	Hall	1	2
Business Education 113	Shortland I	Hall	2	3
Economics 221-222	Principles of Economics	Caudill	1&2	6
Education 221	Education in America	Reddeck	2	3
English 100	Writing Lab	Staff	1	3
English 101	Freshman English	Staff	1	3
English 233	English Literature	Marlette	2	3
History 113	Modern Europe	Lockard	1	3
History 221	American History	Caffrey	2	3
History 334	North Carolina History	Lockard	2	3
Management 213	Business Law I	Murrelle	1	3
Management 225	Principles of Accounting	Grubbs	2	3
Management 221-222	Principles of Economics	Caudill	1&2	6
Management 335	Bus. Org. & Management	Courtney	1	3
Management 460	Problems in Adv. Accounting	Grubbs	1	3
Mathematics 105	Finite Math	Staff	2	3
Mathematics 115	Elementary Functions	Staff	2	3
Mathematics 211	Calculus	Staff	1	3
Philosophy 190	Logic	Redding	1	3
Philosophy 200	Introduction	Redding	2	3

Political Science 322	East Asia	Sebo	2	3
Political Science 101	American Political Systems	Sebo	1	3
Psychology 200	General	Williams	1	3
Psychology 331	Educational	Licht	1	3
Religion 201	Judeo-Christian Tradition	Pipkin	2	3
Religion 202	Non-Western Religions	Pipkin	1	3
Sociology 200	Principles	Speas	2	3
Sociology 220	Social Problems	Gottschall	1	3
H. S. Algebra I		Staff	1	1 unit
H. S. Algebra II		Staff	1	1 unit
H. S. Plane Geometry		Staff	2	1 unit
Mathematics 11	Fundamentals of Modern Math	Staff	2	nc

SUMMER SCHOOL CALENDAR

First Session — June 8 to July 11, 1970

June 8	Monday	Registration
June 9	Tuesday	All classes begin
June 10	Wednesday	Last day to add or change courses
June 13	Saturday	Only Saturday on which classes will be held
July 3	Friday	Holiday
July 10	Friday	Final examinations
July 11	Saturday	Final examinations

Second Session — July 13 to August 15, 1970

July 13	Monday	Registration
July 14	Tuesday	All classes begin
July 15	Wednesday	Last day to add or change courses
Aug. 14	Friday	Final examinations
Aug. 15	Saturday	Final examinations

CLASS HOURS

First Period	8:00 - 9:30 a.m.
Second Period	9:45 - 11:15 a.m.
Third Period	11:30 - 1:00 p.m.
Fourth Period	1:30 - 3:00 p.m.
Fifth Period	3:15 - 4:45 p.m.

EVENING CLASS HOURS

First Period	6:00 - 7:50 p.m.
Second Period	8:10 - 10:00 p.m.

Evening classes will meet on Monday and Thursday evenings for ten weeks at the Downtown Campus of Guilford College, except that the First class will meet Tuesday, June 9.

EXAMINATION SCHEDULE

First Session

July 10	Friday	8:00 - 11:00 a.m.	First period classes
July 10	Friday	1:00 - 4:00 p.m.	Second period classes
July 11	Saturday	8:00 - 11:00 a.m.	Third period classes
July 11	Saturday	1:00 - 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Second Session

Aug. 14	Friday	8:00 - 11:00 a.m.	First period classes
Aug. 14	Friday	1:00 - 4:00 p.m.	Second period classes
Aug. 15	Saturday	8:00 - 11:00 a.m.	Third period classes
Aug. 15	Saturday	1:00 - 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Evening Classes

Aug. 13	Thursday	7:00 - 10:00 p.m.	First period classes
Aug. 15	Friday	7:00 - 10:00 p.m.	Second period classes

APPLICATION PROCEDURE

For further information concerning the tri-college summer program or to apply for admission on the enclosed application form, correspondence should be directed to:

Allen E. Kivett
Director of Admissions
Greensboro College
Greensboro, N. C. 27402
Telephone: 272-7102

Students already enrolled at Bennett, Greensboro, or Guilford Colleges should apply at their respective admissions offices for admittance to the summer session.

GREENSBORO TRI-COLLEGE CONSORTIUM

APPLICIATION FOR ADMISSION

1970 Summer Session

Mr.
Mrs.
Miss _____

_____ is a graduate of
Permanent Address Zip Code

_____ High School or is a

student in good standing at _____ College, University

and has permission to take: _____

First Term (7 hours permitted) Second Term (7 hours permitted)

Course no. and title Course no. and title

in the 1969 Greensboro Tri-College Consortium summer session at Greensboro College.

Date _____ Signed _____
Principal, Dean, or Registrar

Have you attended previously
- ☐ Bennett College
- ☐ Greensboro College
- ☐ Guilford College

Public school teachers must furnish proof of graduation or good academic standing from the last college attended.

State taught in last year _____ County _____

School and address _____

Are you seeking undergraduate credit? _____Yes _____ No

Do you plan to attend: 1st Session ___ 2nd Session ___ Both Sessions___ ?

Do you plan to live on campus? _____Yes _____ No

_____ _____
Applicant's Signature Date

GREENSBORO TRI-COLLEGE CONSORTIUM

Director: Dr. E. Daryl Kent

Dean of Students: James H. Locke

Registrar: Carolyn H. Smith

Business Manager: Allen S. Wilkinson

BENNETT COLLEGE: Dr. Isaac H. Miller, Jr., President
Mary M. Eady, Admissions Officer

GREENSBORO COLLEGE: Dr. David G. Mobberley, President
Allen E. Kivett, Admissions Officer

GUILFORD COLLEGE: Dr. Grimsley T. Hobbs, President
John K. Bell, Admissions Officer (Main Campus)
Doris H. Lauten, Admissions Officer (Downtown Campus)

Guilford College

BULLETIN



Guilford College

BULLETIN

1971-1972, 1972-1973 Academic Catalog. Greensboro, North Carolina

GUILFORD COLLEGE BULLETIN

October 1971

The Guilford College Bulletin, of which this publication is Volume LXIV, No. 5, is published monthly except in February, April, and May by Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27420.

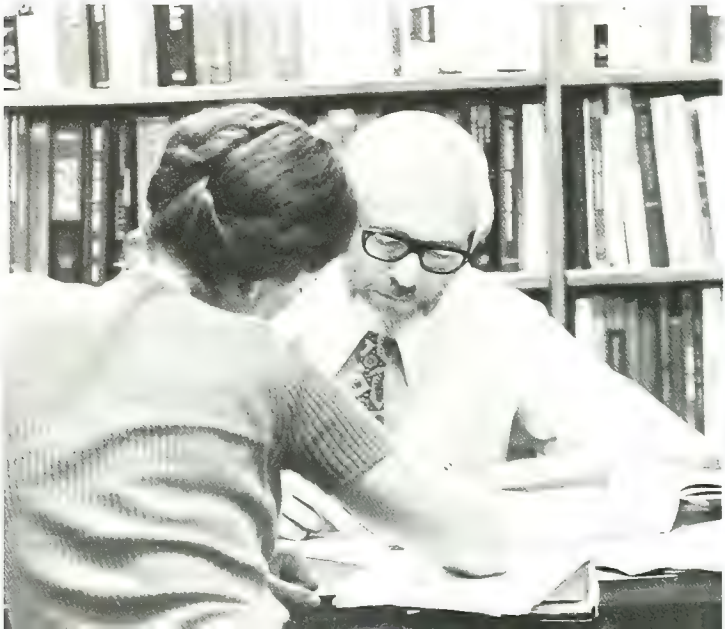
The **Academic Catalog** of Guilford College contains a description of academic programs; an explanation of degree requirements, academic regulations, and tuition and fees; a list of course offerings; and a list of faculty and administrative staff. Students should retain a copy and use it as a guide for registration and for planning their degree programs. Academic regulations and degree requirements as stated in this issue remain in effect until superseded by a new edition.

Information about admission standards and procedures, scholarships, grants-in-aid, and work opportunities can be found in the **Admissions Catalog**. An explanation of student government and regulations concerning student life is found in the student handbook, the **Pathfinder**.

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Academic Programs





ACADEMIC PROGRAM

Guilford College offers majors in twenty-one academic disciplines and an interdisciplinary major in humanistic studies. Special programs in which students may earn credit toward the degree include: an intercultural studies program; off-campus seminars; summer studies in England, France, and Greece; Guilford Fellows Program; Curriculum II; and a variety of independent study programs that may be designed by the students themselves with the advice and consent of their advisers.

Majors are offered in the following disciplines:

Art*	Management**
Biology	Mathematics
Chemistry	Music+
Drama and Speech*	Philosophy
Economics	Physical Education
Elementary Education	Physics
English	Political Science
French*	Psychology
Geology	Religion
History	Sociology
Humanistic Studies	Spanish

* Combined major with Greensboro College

** Most major courses at the Downtown Campus of Guilford College

\+ Entire major must be taken at Greensboro College after September 1972

REGULAR CURRICULUM

Most students complete their degrees by meeting the requirements of the regular curriculum. Degree requirements in the regular curriculum are as follows:

Courses required of all students	
Man in the Twentieth Century I	1 course
Man in the Twentieth Century II	1 course
English 101	1 course
English 102	1 course
Areas of study required of all students	
Philosophy	1 course
Religion	1 course
Science	1 course
Social Science	1 course
History	1 course
Fine Arts	1 course
Language	2 courses
Intercultural Studies	2 courses
Course requirements in the major concentration	8 courses
Course requirements in related fields	4 courses
Electives	6 courses
Total	32 courses
Total	128 credits

Requirements in physical education

All students are required to take four 1-credit courses in physical education. Normally, these are taken in the freshman and sophomore years.

Courses that satisfy area requirements

Philosophy — (1 course) Any philosophy course except 190, 226, 292, or 450.

Religion — (1 course) Any religion course.

Science — (1 course) Astronomy 207; Biology 114, 115, 211, 212, 213; Chemistry 111; Physics 101, 111, 121; Geology 211, 222.

Social Science — (1 course) Economics 221, 222, 223, 224; Political Science 101, 102, 201, 203; Psychology 200, 222, 226, 232; Sociology 200, 220, 224.

History — (1 course) Any 100 level course. 200 and 300 level courses may be taken with permission of the instructor.

Fine Arts — (1 course) Art 225, 226, 227, 228; Comparative Arts 301; Music 111, 213.

Language — (2 courses) French 100, 201, 202; Spanish 100, 201, 202; German 100, 201, 202; Italian 100, 201; Russian 100, 201; Latin 100, 201; Greek 100, 201.

Intercultural Studies — (2 courses) Drama 300; Economics 433, 434; History 351, 352; Philosophy 342, 395, 396; Political Science 321, 322; Religion 202; Sociology 353, 392.

CURRICULUM II

Students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction as well as a high level of academic achievement may be admitted to Curriculum II. This program enables students in their junior and senior years to pursue their major and related studies independently under the general supervision of their major professors.

All course and area requirements except the two courses in intercultural studies should be completed before entering Curriculum II. These two courses may be taken during the junior year after the student is studying in the program. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written exams in the major. The degree is granted on the strength of the oral and written exams in the major and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairmen in the second semester of their sophomore year. Nominations from department chairmen are acted upon by the faculty committee on Curriculum II. Evaluation committees composed of the department chairman and professors from the two related fields are appointed for all students admitted

to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree is the responsibility of these evaluation committees. A student may be removed from Curriculum II on the recommendation of his evaluation committee and the faculty committee on Curriculum II. Such recommendations must be supported by a written appraisal of the student's work.

SUMMER SCHOOL PROGRAM

Two five-week summer terms and one ten-week evening program are conducted jointly by the Greensboro Tri-College Consortium and its member institutions: Bennett, Greensboro, and Guilford colleges. The two five-week terms are held on the campus of Greensboro College and the ten-week evening term is held at the Downtown Campus of Guilford College. Summer courses are taught by members of the regular teaching faculties of all three colleges. The summer sessions are designed primarily for students who wish to accelerate their programs and complete their degrees in less than the usual four years.

Academic Regulations



Guilford College requires academic work of high quality. Students are expected to maintain a seriousness of purpose and to assume a high degree of personal responsibility for their work. Within the basic framework of the college's academic standards and requirements, students are encouraged to tailor their programs according to their own individual needs and objectives.

Honesty in all academic work is assumed. Students who do not respect the honor code and who are found guilty of dishonesty by the duly constituted faculty and student committee may be suspended or dismissed from the college.

THE BACHELOR'S DEGREE

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees. Graduates with majors in biology, chemistry, management, mathematics, physics, and psychology are awarded the Bachelor of Science degree unless they request the Bachelor of Arts degree. Majors in sociology may plan programs leading to either degree. All other majors are awarded the Bachelor of Arts degree.

REQUIREMENTS FOR GRADUATION

The student is required to complete thirty-two courses (128 credits) of academic work with a C (1.00) average, plus four credits of required physical education. Students taking academic courses on a pass-fail basis will qualify for graduation if they maintain a C average on their regularly graded courses. Students graduating under Curriculum II qualify for graduation if they maintain a C average on courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

THE MASTER'S DEGREE

The religion department offers a program of graduate study in religion leading to the degree of Master of Arts. Candidates are required to complete thirty-two credits of advanced study, to pass written and oral examinations, and to write a thesis requiring original research. For details consult with the department chairman. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

ASSOCIATE OF ARTS DEGREE

Two special two-year programs taught at the Downtown Campus lead to an Associate of Arts degree in either business education or law enforcement. Most of the courses required are transferable to the four-year degree program. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

REGISTRATION PROCEDURES

During the summer, freshmen come to the campus to participate in an orientation program that includes testing, counseling, and preregistration. Freshmen are assigned to advisers at this time. Returning students preregister for the fall semester during late April. All preregistered students must validate their preregistration on registration day. The same procedure is followed with respect to the spring semester. Preregistration is done in December with registrations verified and finalized on the appointed day in late January.

Registration procedures should be followed carefully. Although somewhat repetitive, it is very important that accurate, legible entries be made on all registration forms. Course selections must be made in consultation with the student's appointed adviser. Beginning with the sophomore year, a student should register with the chairman of his major department, if a major has been selected. To change from one major to another, a student should see the chairman of his newly selected major department. Future registrations should be initiated through him or a designated member of his staff.

Students are expected to become acquainted with all degree requirements and are encouraged to register for all required courses in proper sequence. Students who enrolled at Guilford College prior to June 1970 must earn a minimum of 120 academic credits (semester hours and credits combined). Students who entered Guilford College June 1970-August 1971 and transfer students admitted thereafter will receive a conversion allowance of one credit for each 15 semester hours applicable to Guilford's degree. With this adjustment all students enrolling after June 1970 will be required to accumulate a minimum of 128 academic credits for the baccalaureate degree.

Students may register for courses offered on the main campus of Guilford College, the Downtown Campus of Guilford College, Bennett College, and Greensboro College. One registration at Guilford College covers all necessary details. The purpose of the Greensboro Tri-College Consortium is to provide an expanded and enriched curriculum for students enrolled at the three institutions. Transportation to Bennett and Greensboro colleges is provided. Guilford College students may enroll for any course not available at Guilford and receive full credit, grades, and quality points.

Once registered, a student is responsible for all listed courses. His registration can be changed only by written drop slips delivered to the Registrar's Office. If advisable, within the first week of classes he may drop and add courses. He may continue to drop courses without a recorded grade for the first thirty days of the semester. Thereafter, he may drop courses until the appointed date (approximately two weeks after mid-

term) with grades of WP or WF. After this date, no other drops are permitted unless extenuating circumstances are recognized by the Academic Dean.

Midterm and final grade reports are available through the student's adviser. Except for older students, grade reports are mailed to parents. (Grades and transcripts cannot be released if business office and library accounts are unsettled.)

THE WEEKLY SCHEDULE

Formal classes meet on Monday, Tuesday, Thursday, and Friday. No classes are scheduled on Wednesday. Wednesday is to be used for study, library work, and conferences with professors.

At the Downtown Campus, evening classes meet on Monday-Wednesday, Tuesday-Thursday.

STUDENT CLASSIFICATION

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by earned credits exclusive of activity credits in physical education.

Freshman: Certificate of graduation from an accredited high school with credit for sixteen acceptable units.

Sophomore: The satisfactory completion of 24 credits toward a degree.

Junior: The satisfactory completion of 56 credits toward a degree.

Senior: The satisfactory completion of 88 credits toward a degree.

Special Student: A person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him. If this student desires later to transfer to a regular degree course, he must first satisfy the full entrance requirements. A resident student, although classified as a special student, is required to pay the college and student activity fees.

Graduate Student: A student who has a bachelor's degree and has been admitted to the graduate program in religion.

Auditor: A student who attends class and listens to lectures may participate in class discussions but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the Business Office.

Every student in the above classifications will be a full-time or part-time student.

Full-Time Student: A student who carries at least three courses (12 credits).

Part-Time Student: A student who carries fewer than three courses (12 credits). Part-time students must have the consent of the Dean of Students to room in the dormitories.

NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. Students may in addition take two 1-credit courses (such as choir, physical education, or an off-campus seminar) without additional tuition charge. Students who wish to take more than 18 credits each semester must have permission from the Academic Dean. Normally, permission will only be granted to seniors who need additional credits to graduate with their class. Tuition will be charged for all credits over 18 per semester. Students may take as few as three courses (12 credits) each semester and retain their standing as full-time students.

THE GRADING SYSTEM

A student's grades are determined by his daily preparations, participation in class discussions, the quality of his written work, and results of quizzes, quarter and semester examinations. A represents exceptional achievement, B superior, C average, D passing, and F failing. An Incomplete (Inc.) is given for work which has not been completed because of conditions beyond the student's control. An X is given when a grade cannot be determined. An Incomplete or an X not made up by midsemester of the next regular term becomes an F. W indicates withdrawal within thirty days after the beginning of a term. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Dean of Students may report a grade of W after the usual thirty-day period.

Only grades of C or better can be counted toward the major.

THE PASS-FAIL OPTION

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one course each semester on a pass-fail basis. The student meets all of the normal requirements of each course so selected and will receive the normal credits for such a course but will not receive the regular letter grades. Credits earned apply to the total required for graduation and do not affect quality point averages.

The student must have the instructor's consent to take a course under pass-fail; once he has decided to adopt the pass-fail option, he will not be allowed to change his registration. The pass-fail option may not be used in courses required in the student's field of major interest or in any required courses.

QUALITY POINTS

Quality points are given for grades above a D: three per credit for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have a C (1.00) average. Cumulative quality point averages are determined by dividing the accumulated

quality points by the total credits attempted minus credits in courses marked W or WP, the four credits in required physical education, and any credits earned in courses taken on the pass-fail option. When a course is repeated, the additional credits are added to the total credits attempted and the quality points are included in computing the cumulative average. Undergraduates may not repeat for credit any course previously passed with a grade of C or better. Quality point averages are computed at the end of each semester, and include only work done at Guilford College.

REPORTS AND TRANSCRIPTS

During the regular academic year, midterm progress reports are sent to the student, parents, faculty adviser, and Dean of Students. At the end of each term final marks are entered on the permanent record and grade reports are forwarded if fees have been paid.

Every student is entitled to one official transcript of his work, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies should be made to the Registrar by the owner of the record and should be accompanied by a remittance of one dollar for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

INDEPENDENT STUDY

Students may register for a maximum of two independent study courses (courses numbered 460 in departmental offerings) each semester. All independent study projects must be approved by a supervising instructor and the chairman of the department in which credit is to be earned. Registration for more than two 460 courses a semester must be approved by the Curriculum Committee.

CLASS ATTENDANCE

The importance of class attendance varies with the nature of the subject matter and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Individual faculty members will make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations. Students on probation are allowed no absences except those excused by the Dean of Students. Students who terminate regular class attendance will be subject to suspension.

QUIZZES AND EXAMINATIONS

Students are expected to take all announced quizzes and examinations. To be excused from a quiz or examination, a student must make prior arrangements with the professor. Professors are under no obligation to give make-up quizzes or examinations for students who miss these exercises.

THE HONOR CODE

It is assumed that all members of the college community will respect the principles of honesty embodied in the honor code. Faculty members who strongly suspect that a student has not been honest in his academic work and has evidence to support this suspicion must refer the case to the appropriate faculty-student agency. In all such cases the rights and the reputations of the student must be respected by preserving the confidentiality of the matter. It should be discussed in detail with the department chairman and the Academic Dean only if the professor concerned is unclear as to how to proceed with the case.

PAYMENT OF TUITION FEES

Tuition and fees must be paid according to the schedule prescribed in the **Admissions Catalog.** Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay their bills according to some other mutually agreed upon schedule, may have their registration canceled by the Academic Dean.

ELIGIBILITY

All full-time students (carrying 12 credits or more) are eligible to participate in all college activities. Part-time students may participate in college activities with the approval of the Student Affairs Committee of the faculty. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

TRANSFER OF CREDIT

To transfer credit, the applicant must present a statement of honorable dismissal, a catalog of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring, including high school transcript and College Entrance Examination Board scores. Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges. Courses to be applied to a major at Guilford College must be approved by the chairman of the major department.

A maximum of 64 academic credits and 4 credits of physical education will be accepted from a junior college. Credits for a student transferring from a nonaccredited

institution are accepted on a provisional basis until validated by the satisfactory completion of 30 credits of work at Guilford College. All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college. The student's quality point average is computed from grades given for work done at Guilford College.

TIME LIMITATION

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted. Credits earned more than ten years earlier must be evaluated by the Academic Dean and the chairman of the major department.

READMISSION

All students must apply for readmission by April 15 if they plan to return the following September. Applications received after that date may be approved if space is available; if not, a later entrance date may be approved.

All freshmen and other students who are entering Guilford for the first time should achieve a quality point average of .40 or more in order to be eligible to register for the second semester. To be eligible for re-admission at the beginning of the second year or later, a student must attain the following minimum levels: fewer than 40 credits attempted, a cumulative quality point average of .60; 40 to 75 credits attempted, a cumulative quality point average of .80; over 75 credits attempted, a cumulative quality point average of 1.00. Averages are computed at the end of each semester.

Those who do not qualify for readmission according to these standards and those previously suspended for academic reasons may reapply through the Admissions Committee after one year's absence. If in the judgment of the committee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he may be admitted on probation for one semester.

WITHDRAWAL

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Dean of Students.

ADMISSION TO CANDIDACY

One semester prior to the time a student expects to receive his degree he must:

Submit to the Registrar an application for candidacy

Submit a written statement from his department chairman indicating that all degree requirements are scheduled to be completed by the end of the semester

Students who fail to meet the deadlines established for completion of academic requirements

for a degree will receive the degree at the next regular commencement following the successful completion of their work.

ACADEMIC PROBATION

Students who barely qualify for readmission will be classified as probationary students. This applies to students who, with fewer than 20 credits attempted, have a cumulative quality point average under .60; with 20 to 39 credits attempted, a cumulative quality point average under .80; and with 40 or more credits attempted, a cumulative quality point average under 1.00.

The review of a student's work for the purpose of determining probation and retention will usually take place on the basis of two semesters of work at Guilford College. The Academic Retention Committee, however, may consider a student's standing at the end of any semester on the recommendation of the Dean of Students or the Academic Dean, in which case a student may be dropped or placed on special probation status.

Those students readmitted under the condition of probation are believed to be capable of doing acceptable college work; they should confer with their advisers and avail themselves of the tutoring offered by a number of departments in order to make the most of this opportunity to raise their own standards of achievement. Probation students are not permitted unexcused absences from class and must maintain a C average each enrollment period.

ACADEMIC SUSPENSION

Students may be suspended from Guilford College for academic deficiencies by the Academic Retention Committee. This usually occurs when a student on academic probation does not meet the terms of his probation. It may also occur if a student not on probation does so poorly in his academic work that his quality point average falls below the minimum required for continuation in the college. A student will be suspended if the committee believes he is able to do satisfactory work but for some reason is not doing so. A suspended student is eligible to apply for readmission to the college after one academic year. Readmission, however, is not guaranteed.

ACADEMIC DISMISSAL

Students may be dismissed from the college if their work is below the required minimum standards, and if the Academic Retention Committee after a careful review of the records, believes they cannot do the quality of academic work required for the degree. Students who have been dismissed may not apply for readmission except with the approval of the Academic Dean. The final decision on readmission is made by the Academic Retention Committee.

SUMMER SCHOOL AT OTHER INSTITUTIONS

Guilford students may attend summer school at other accredited colleges and universities. Since

only courses, not quality points, can be transferred back to Guilford, students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions a student must have his courses approved by his adviser and obtain a letter of permission from the Academic Dean.

SEMESTERS AT OTHER INSTITUTIONS AND IN EUROPEAN INSTITUTIONS

When consistent with a student's educational goals and interests, Guilford encourages its students to study for a semester or a year at other institutions or in a European university. Procedures to be followed are the same as those required for summer school attendance at other institutions.

SCHOLASTIC HONORS

The Dean's List

The Dean's List is made up of the names of full-time students who in the previous semester have made a B+ (2.50) average. Summer school grades are averaged with those of the preceding semester. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes, quarter and semester examinations.

College Marshals

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with a B (2.00) average are eligible. The marshals serve at commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

Dana Scholars

These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year at the college but may receive the scholarship at any time after that year and may hold it as long as they maintain a B (2.00) average. They may be asked to do a limited amount of paper grading or tutoring or to give other assistance to the faculty, and from time to time are asked to serve as a student advisory committee for faculty and administration.

Scholarship Society

The Guilford Scholarship Society was organized in 1937 (the centennial year of the college) for the express purpose of encouraging and recognizing high academic achievement. Students with quality point averages of 2.50 are eligible for election at any time after their fourth semester; faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford; and honorary members are elected on the basis of published writings.

Departmental Honors

Most departments offer to students with a 2.50 average in the major an honors program

consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Graduating Honors

Honors shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

High Honors shall be awarded to the senior attaining a quality point average of 2.70.

Tuition and Fees



For the academic year of two semesters:	Day Student	Mary Hobbs Dorm	1968 Dorm	Other Dorms
Tuition	$1,550.00	$1,550.00	$1,550.00	$1,550.00
Special Fees	200.00	200.00	200.00	200.00
Room and Board		756.00	911.00	866.00
	$1,750.00	$2,506.00	$2,661.00	$2,616.00
Student Activity Fee	66.00	66.00	66.00	66.00
Fees are subject to change.	$1,816.00	$2,572.00	$2,727.00	$2,682.00

The following additional expenses are payable upon registration:

Automobile Registration	$10.00	Key Deposit	$ 2.00
Medical and Accident Insurance	25.00	Linen Deposit	5.00

OTHER FEES

Fee per credit (applicable when one enrolls for fewer than 12 credits or more than 18 credits)	$50.00
Audit Fee	25.00
Registration Fee (part-time students only)	10.00
Change of Registration Fee	2.00
Late Payment Fee	10.00
Late Registration Fee	10.00
Graduation Fee	15.00

LABORATORY FEES

Art 101, 102, 201	$ 6.00
Astronomy 207	10.00
Biology 113, 114, 115, 213, 225, 226, 442	5.00
Biology 222, 331, 335, 337, 338, 441, 443	$10.00
Biology 221, 332, 333	15.00
Biology 334	20.00
Biology 445	75.00
Biology (Off-Campus Marine)	50.00
Business Education 111, 112, 115, 118	8.00
Chemistry 111, 112	10.00
Chemistry 220, 221, 222, 223, 224, 331, 332, 470	20.00
Education 328	2.00
Education 400	50.00
Geology 312, 415	5.00
Geology 221, 222	7.50
Geology 311, 427	10.00
Man in the Twentieth Century I & II	5.00
Psychology 301, 302, 340	8.00
Psychology 444	5.00

MUSIC FEES*

Piano 131 through 432	
two credits each semester	$170.00
Piano Class 133 through 334	
one credit each semester	85.00
two credits each semester	170.00
Private Instruction in Piano or Organ	
one credit each semester	100.00
two credits each semester	200.00
Private Voice 141 through 442	
one credit each semester	100.00
two credits each semester	200.00
Voice Class 143 through 334	
one credit each semester	85.00
two credits each semester	170.00
Instrument Class Lessons	
one credit each semester	85.00
two credits each semester	170.00
Private Instrument Instruction	
one credit each semester	100.00
two credits each semester	200.00
Use of Practice Room with Piano	
six hours per week	20.00
twelve hours per week	40.00
Use of Practice Room without Piano	
six hours per week	15.00
twelve hours per week	30.00
Rental of Orchestral Instruments	24.00

*All fees for one academic year—2 semesters

EXPLANATION OF FEES

Student Activity Fee. The student activity fee is assessed to cover the budgets of certain student organizations in which every student may participate or from which he receives benefits. The budget must be adopted by the appropriate agencies of the student government.

Key Deposit. A key deposit of $2.00 is required of all resident students. The deposit is refundable when the student gives up his room and returns the original key.

Automobile Registration. For further information on motor vehicle registration and regulations, see the **Admissions Catalog**.

Linen Service. Pillow cases, sheets, and towels are furnished by the linen service. A $5.00 deposit is paid to the linen service representative and will be refunded upon return of linens when the student leaves school.

Medical Service. The medical fee does not cover the cost of professional services when a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. When ill, students will be removed to the campus infirmary upon the direction of the nurse. The charge is $5.00 per day after the first five days.

MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance ($25.00 deductible). The policy provides up to $1,000.00 medical expenses for each disability. Payment will be made commencing with the twenty-sixth dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to $250.00).

The premium for insurance ($21.50) will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

SETTLEMENT OF ACCOUNTS

Registration is not complete until financial accounts are settled. Settlement should be completed before the Business Office closes at 4:00 p.m. the second Tuesday following registration day.

A late payment fee of $10.00 will be assessed against accounts settled after that time. After a period of ten days from said Tuesday, any student whose account has not been settled will be excluded from the college.

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

REFUNDS AND ADJUSTMENTS

The reservation deposit of $100.00 is not refundable but will be applied to first semester charges.

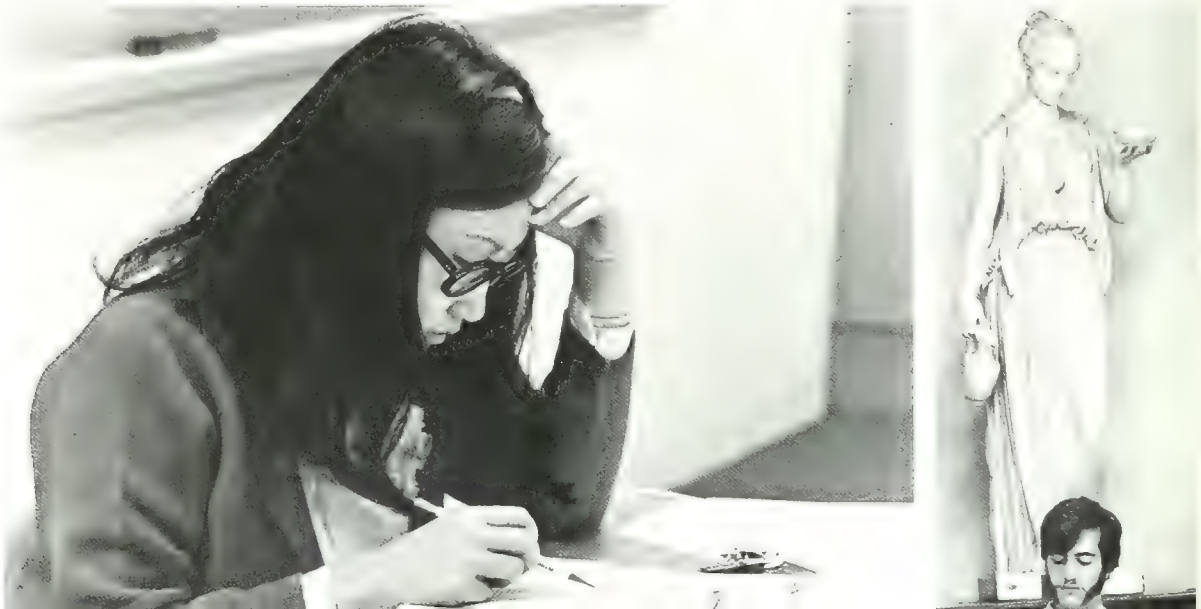
A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of $10.00. Subject to his adviser's approval and the payment of a $2.00 fee, a student may change his registration during the first week of classes. No financial adjustments are made for changes in registration after this period except in cases of official withdrawal

from college by written notice to the Business Office. In these instances refunds or adjustments on tuition paid are calculated on the following basis:

During first week of late payment period	80%
During second week	60%
During third week	40%
During fourth week	20%
After end of fourth week	0

Refunds on room and board paid are calculated from Friday following actual date of official withdrawal. No refunds or adjustments are made on charges other than for tuition, room, and board.

Curriculum



Guilford College is an intentional community, a gathering of mature scholars and students who have chosen a common time and place as the context of their learning experience. The curriculum is the formal structure that brings professors and students together and provides a course of study in which the student's progress can be evaluated.

COURSES

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits; the exceptions are physical education activity courses, off-campus seminars, seminars in some departments, and some courses in music. Juniors and seniors in Curriculum II usually do not take courses, but are granted their degrees on the strength of examinations and a senior thesis in their major field. Some courses meet for four hours each week, others meet for three hours, and some meet for only two hours. There is no necessary correlation between the number of credits earned in a course and the number of hours the course meets each week.

The number of hours a course meets each week is not indicated in the course offerings of the departments listed in the **Academic Catalog**. The Registrar's Office prepares a class schedule for registration which provides all necessary details about when and where courses are scheduled. Normally, 100 level courses are introductory courses; 200 level courses are sophomore level courses; and 300 and 400 level courses are taken by juniors and seniors. The regulation regarding course levels, however, is flexible and students may take most courses whenever they please if they have taken the required prerequisites. Freshmen must have their adviser's approval to take 300 or 400 level courses.

INTERDISCIPLINARY COURSES

The following courses are offered outside the academic departments and are the responsibility of individual professors and the Academic Dean.

Man in the Twentiety Century I, II. 4,4. Man in the Twentieth Century is an interdisciplinary examination of some of the challenges in the contemporary world that are of both immediate concern and basic importance to any understanding of mankind. The course is taught by a team of nine professors from different departments of the college. The course includes small discussion groups, in which students share the experiences and opinions of others, as well as lectures, films, assigned papers, and some independent study. The goal of the course is to stimulate the student's interest in and concern for man and to give direction and meaning to his future studies by acquainting him with a variety of viewpoints of human existence. Although Man in the Twentieth Century is a two semester course, it is organized as a single experience rather than two discrete offerings. The course is required of all freshmen.

Man in nature is the theme of the first semester. Issues such as ecology, overpopulation, resource distribution and exhaustion, biological evolution, genetics, cultural evolution, and aggression are explored within the framework of the impact of man on the environment. A systems' analysis perspective, constant throughout the course, stresses the interrelatedness of contemporary human problems.

Man in culture is the theme of the second semester. The course concentrates on man's identity amid the moral, social, political, and economic problems that confront him in the twentieth century. Special attention is given to the questions of race, poverty, morality, and authority in American society. The concluding unit of the course provides each student an opportunity to set these questions within his own philosophical framework.

Comparative Arts I (301). 4. The nuclear materials of painting, literature, and music; their effect on the modes of existence of art works and on gross art structures; the validity of analogies between the arts. Acceptable as the fine arts requirement.

Comparative Arts II (302). 4. The problem of order and spontaneity in art; the relation of artistic perception to political philosophical systems as exemplified in the shift from neoclassicism to romanticism in Western Europe. Prerequisite: Comparative Arts 301 or instructor's approval.

Drugs in Contemporary Society. 4. The use of drugs in contemporary society and the factors which have given rise to a drug culture. Medical and social science research, as well as philosophical and biographical materials, will be reviewed in order to understand the relationship of drug use to the individual and to society as well as the prospects for changes in their relationships. Although the interests of the students enrolled will help to shape the course, topics to be considered may well include drug use in historical perspective, the nature and effects of the several classes of commonly used drugs, socio-cultural aspects, psychological aspects, law and public policy, drug education, and alternatives to drug experience.

Off-Campus Seminars. 1. A series of one-week seminars in New York, Philadelphia, Washington, D.C., and other cities dealing with problems of contemporary American society. Elective credit.

Seminar in Marine Biology. 1. Methods of marine biology, problems of collection, preservations, and identification of marine specimens. One meeting each week and a one-week field trip to a marine biology station.

Seminars Abroad. 4. A ten-week study-tour of sixteen European cities, including those of Russia and Eastern Europe. Elective credit.

Summer School in London. 8. A six-week summer term in London taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) usually in social science and either drama or literature.

Summer School in Paris. 8. A six-week summer term in Paris taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in French language and culture.

Summer School in Greece. 8. A six-week summer term in Athens taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in classical literature and culture.

INTERDISCIPLINARY PROGRAMS

Humanistic Studies

The major in humanistic studies allows the student to cross disciplinary lines to build a coherent major program suited to his personal needs and career plans. He can draw on the total resources of the college: departmental offerings, independent study, and off-campus experiences. However, he must assume personal responsibility for defining and integrating his field of concentration.

Admission to the major, advising, and approval of individual programs are handled by the Humanities Council, consisting of three faculty members from the humanities, the Academic Dean, and three students majoring in humanistic studies. The council also functions as a learning group, meeting regularly to discuss ideas relating to the humanities. Students interested in majoring in humanistic studies should consult with the Academic Dean.

Students majoring in humanistic studies must take a required number of 300 and 400 level courses as decided by the Humanities Council and must prepare a culminating project in the form of a senior thesis or other appropriate exercise.

Intercultural Studies

One of the ways a person's horizons are expanded is to become involved with the ideas, experiences, and traditions of a culture other than his own. The intercultural studies program at Guilford provides an opportunity for students to go beyond their American-European traditions and learn about other cultures, particularly Asia and Latin America. All students are required to take two courses in the program but may take additional courses as related field courses or electives.

Courses are offered in drama, economics, history, philosophy, political science, religion, and sociology. Independent study in intercultural studies is encouraged. Students interested in such projects should consult the director of the program.

Law Enforcement Program

Two law enforcement programs are offered at the Downtown Campus of Guilford College, one leading to an Associate of Arts degree and the other to a Bachelor of Science degree. Both are interdisciplinary programs in the behaviorial sciences and are conducted in cooperation with local, state, and national law enforcement agencies. The faculty is composed of specialists from the local community and members of the Departments of Management, Political Science, Psychology, and Sociology. These programs are

designed to provide students with the capacity, efficiency, and social judgment required to meet the complex problems of law enforcement in today's urban society.

Associate of Arts Degree
The program consists of sixteen courses (64 credits) of academic work, the equivalent of two years of full-time college study. Twelve credits of general courses include: English 101, Man in the Twentieth Century or its approved substitute (two problem-oriented courses).

The area of concentration consists of four courses (16 credits) of law enforcement courses: Law Enforcement 101, 102, and 201-202. Thirty-six credits of problem-oriented courses include study in three areas of the behavioral sciences; three courses (12 credits) are required in each area. The following courses are required: Economics 221-222, Management 335, Psychology 200, 232, and one course selected from Psychology 224, 347, and 442. The following sociology courses are required: 200, 233, and one course selected from Sociology 222, 265, and 336.

Bachelor of Science Degree
The program consists of thirty-two courses (128 credits) of academic work. Core courses in the liberal arts area total twenty courses (80 credits) taken from the areas of specific required courses, distribution requirements, intercultural studies, and electives.

The major field and related field courses total twelve courses (48 credits); of these, eight courses (32 credits) are in the major field, which may be one of these four behavioral sciences: management, political science, psychology, or sociology.

In the management area the required courses are Economics 221-222, Management 225-226 and 335, plus three additional management courses selected by the student and his adviser.

In the political science area the required courses are Political Science 101, 102, 201, and 203, plus four additional courses selected by the student and his adviser. Law Enforcement 201-202 are acceptable as part of the additional courses. Other recommended courses include: Political Science 202, 222, 223, 335, and 440.

Required courses in the psychology area are: Psychology 200, 241, 301-302, 445, and 451, with two additional courses selected from Psychology 224, 232, 332, 347, 441, and 442.

In the area of sociology, the required courses are Sociology 200, 220, 222, 265, and 233, with three additional courses in the sociology area selected by the student and his adviser.

The following course work in the law enforcement area completes the program: Law Enforcement 101, 102, 201-202. The area emphasis on law enforcement, together with the student's major discipline and the related fields, becomes an integrated program in behavioral science.

Law Enforcement Courses

Introduction to Law Enforcement (101). 4. A survey of law enforcement — the role, history, development, and constitutional aspects of law enforcement. A review of the agencies and processes of the administration of criminal justice.

Problems in Law Enforcement (102). 4. A problem-oriented course designed to cover the framework through which the objectives of the process of social control (criminal justice) are obtained. The administrative, political, and social milieu in which the machinery operates. Discussion and evaluation of observed policies and practices of the field and studies, theories, and procedures. Conflicts between theory and practice are examined, analyzed, and reconciled.

Criminal Law I and II (201-202). 4,4. Constitutional consideration; the law of arrest; the law of search and seizure. Criminal responsibility; defenses. Rules of evidence and proof; competency; witnesses, criminal procedure. Substantive law of crimes; elements of crimes; examination of the felonies and misdemeanors of the General Statutes of North Carolina.

COOPERATIVE PROGRAMS

Medical Technology

Through an affiliation with the medical technology program at the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford, fulfilling all the graduation requirements except enough hours of science to complete his major and related field in science. Then, upon completion of a calendar year of work in the medical technology program at Bowman Gray, the student receives his certificate in medical technology from the medical school and his baccalaureate degree from Guilford College.

Medical Records Librarian

Similar to the medical technology program is a combined degree program for medical records librarians. A student may complete three academic years at Guilford, during which he fulfills all of the graduation requirements except enough hours in science to complete his major and related field. (Because of the interdisciplinary nature of the program, the related field might be in business management.) Upon completion of a calendar year of work in the medical records program at the Bowman Gray School of Medicine, the student will receive his certificate as a medical records librarian from the medical school and his baccalaureate degree from Guilford College.

It is recommended that an interested student consult with the chairman of the biology department as soon as possible in his college career.

Forestry

A cooperative program with Duke University in Durham, North Carolina, allows a Guilford College student to do graduate study in forest resources at Duke's School of Forestry during his senior year. If he has completed Guilford's requirements for graduation, the student will receive his baccalaureate degree from Guilford upon completion of his senior year at Duke.

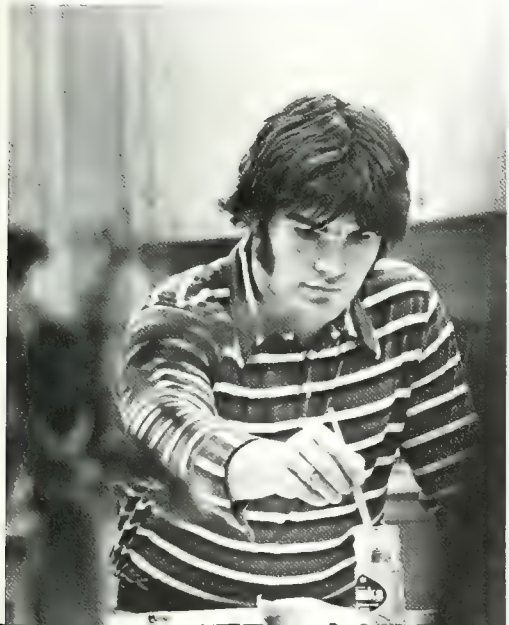
Since the graduate degrees in forestry at Duke University are granted in a number

of areas of scientific training, students with concentrations in biology, business management, chemistry, economics, English, mathematics, philosophy, physics, political science, and sociology may enter this program. An interested student should consult with the chairman of the biology department early in his freshman year.

Nursing

Through an affiliation with the University of North Carolina at Greensboro, a Guilford student may enter the combined degree program in nursing. A student completes three academic years at Guilford, fulfilling all of the graduation requirements except enough hours of science to complete his major and related field in science. The student then may enter the junior level of the nursing curriculum at UNC-Greensboro. At the end of his first year's work at the university, he may be awarded the baccalaureate degree from Guilford. Upon completion of the program, he receives his degree of Bachelor of Science in Nursing from the university.

Departmental Programs





ART

Professor McMillan, Chairman
Assistant Professor Huntley
Lecturer Montgomery

The art major is offered in cooperation with Bennett College and Greensboro College through the auspices of the Greensboro Tri-College Consortium. Studio courses are designed to develop a knowledge of and proficiency in the basic skills of two and three dimensional art forms. The art history courses acquaint the student with the major visual forms in which man has expressed his relation to himself, his environment, and his ultimate values.

The major program in art requires eight courses (32 credits) of course work including Art 221, 222, 261, and 262 in addition to two semesters of art history selected from Art 225, 226, 227, and 228. The following courses may be taken at Greensboro College: art structure, ceramics, graphics, and sculpture. The chairman of the department may require additional credits in concentration areas to be credited to electives.

New majors will receive an art bibliography for which they will be responsible on the senior comprehensive examination. The senior year will also involve the submission of a creative thesis and exhibition.

All art courses may be taken by the general student as electives or related subjects. Art 225, 226, 227, or 228 are acceptable as a fine arts elective.

221 Drawing and Painting I. 4. An introductory course in drawing and painting for beginning students. Basic principles and theories will be explored in various media. Problems in black and white and color.

222 Drawing and Painting II. 4. An intermediate course continuing Art 221 with emphasis on selected media and standards of execution. Special problems in technique and color. Prerequisite: Art 221 or equivalent.

225 History of Art I. 4. Ancient through Medieval Art.

226 History of Art II. 4. Art of the Renaissance.

227 History of Art III. 4. Art of the Nineteenth Century.

228 History of Art IV. 4. Art of the Twentieth Century.

261 Advanced Studio I. 4. A studio course in painting and drawing for advanced students who show competence to pursue special studio problems in consultation with instructor. Study from the live model. Prerequisite: Art 221, 222, or equivalent.

262 Advanced Studio II. 4. Continuation of Art 261. Prerequisite: Art 221, 222, 261, or equivalent.

450 Special Topics. 4.

460 Independent Study. 4-8. Restricted to advanced art students continuing special problems in consultation with the instructor. Prerequisite: Art 221, 222, and consent of instructor.

470 Senior Thesis. 4. Restricted to graduating majors, including a comprehensive examination and senior exhibition.

BIOLOGY

Professor Bryden, Chairman
Assistant Professors Fulcher, Rundell, and Ward
Instructor Smith

A major in biology consists of eight courses (32 credits) including Biology 113, 114, 115, and 470. Additional courses must be chosen by the student in consultation with his adviser. All students at the junior level are expected to audit Biology 470 one time before taking this course for credit. The student must take one year of mathematics (Calculus 121-122), one year of chemistry, and one year of physics in addition to his biology courses. A research thesis is required of all biology majors.

In addition to the basic biology courses, students preparing for careers in secondary education should also take the following courses: Biology 332; 221 or 335; 212 or 338; one course chosen from 331, 334, and 337; and one course chosen from 224, 225, and 226.

Through an affiliation with the Bowman Gray School of Medicine, students may complete three academic years at Guilford and one calendar year of work in either the medical technology program or the medical records librarian program at Bowman Gray. The medical school will award a certificate in the chosen field while Guilford will grant the baccalaureate degree. Students planning to enter either program should do so early in their college career and discuss the program with the head of the biology department.

A degree program in nursing is available to Guilford students through an affiliation with the University of North Carolina at Greensboro. A student completes three academic years at Guilford and then enters the junior level of the nursing curriculum at the university. At the end of the first year's work at UNC-Greensboro, the student is awarded the baccalaureate degree from Guilford. Upon completion of the program, the university will award the Bachelor of Science in Nursing.

Programs for study in forestry are offered in cooperation with the School of Forestry at Duke University. After completing three years in residence at Guilford and an additional five semesters at Duke University, the student will receive the Bachelor of Science degree from Guilford College and the master's degree from Duke University. Students who are interested in this course of

study should consult with the head of the biology department immediately after enrolling at Guilford College.

Students who feel that they are capable of independent study may, with departmental approval, pursue such studies under the general supervision of the biology staff in their junior and senior years. Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and make other necessary modifications in the program of the individual student. A student interested in independent study should discuss this matter with his major professor no later than the beginning of the second semester of his sophomore year.

113 **Cell Biology I. 4.** Introductory cytology and cell biology. An elementary study of the structure and function of cells and their organelles including basic concepts of cell nutrition, intermediary metabolism, growth, and reproduction. Open to biology majors only.

114 **General Zoology. 4.** An introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution.

115 **General Botany. 4.** Study of the plant kingdom to include morphology, anatomy, physiology, and ecology.

211 **Genetics and Man. 4.** A study of genetics and evolutionary thought with special emphasis on their implications for human society. The specific topics covered are evolution, the cell as a unit of life, the principles of heredity, the genetics of populations, and human inheritance. Open to biology majors only with the permission of the adviser.

212 **Ecosystems. 4.** A study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis will be placed on the relation of man to the ecosphere. Open to biology majors only with the permission of the adviser.

213 **The Biotic World. 4.** A survey of important organisms of the plant and animal kingdoms with emphasis on classification, description, and life cycles of representative organisms. Not open to biology majors.

221 **Comparative Vertebrate Anatomy. 4.** A brief survey of the main classes of vertebrates; a detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, necturus, and cat.

222 **Comparative Vertebrate Embryology. 4.** A detailed review of the processes of germ cell development, fertilization, and cleavage; a comparative study of the development of the frog, chick, pig, and man.

224 **Field Botany. 4.** Field study of the vascular plants to include classification, collection, and identification through field and laboratory work.

225 **Nonvascular Plants. 4.** An advanced study of nonvascular plants with emphasis on the algae

and fungi including morphology, anatomy, and phylogeny of representative species.

226 Vascular Plants. 4. An advanced study of vascular plants with emphasis on morphology, anatomy, and phylogeny of ferns, gymnosperms, and angiosperms.

241 Elements of Statistics (Psychology 241). 4. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts.

331 Animal Physiology. 4. A study of the organ systems with particular emphasis upon function.

332 Invertebrate Zoology. 4. An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.

333 Microbiology. 4. Structure, development, and functions of bacteria and other micro-organisms; concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria. Prerequisites: Biology 113 and Chemistry 111-112.

334 Cell Biology II. 4. A study of the chemical and physical bases of cellular structure and function including some problems of the molecular organization and functions of selected membrane systems. Prerequisites: Biology 113, Chemistry 223-224, and Mathematics 121-122 or equivalent.

335 Vertebrate Zoology. 4. An advanced study of vertebrates with emphasis on taxonomy, morphology, and ecology of representative species.

337 Plant Physiology. 4. Physiological processes of plants with particular emphasis on the higher plants.

338 General Ecology. 4. The principles of ecology; laboratory and field work, emphasizing animals but including factors governing the distribution of both plants and animals.

441-442 Human Anatomy and Physiology. 4,4. Anatomy of the human body and dynamics of body function; the skeletal system, the muscular system, the nervous system, the circulatory system, the respiratory system, and body metabolism. Intended primarily for junior and senior majors in physical education. Open to other students by departmental approval or permission of the instructor. Offered 1971-1972 and alternate years.

443 Genetics. 4. A study of Mendelian and non-Mendelian genetics, the chemical structure of the gene, and population genetics and evolution; animal and human materials used in the laboratory.

445 Marine Science. 4. The principles of oceanography and the problems of marine biology. A two-week field trip to a marine biology station is included in this course. Open only to majors with departmental approval. Prerequisite: Biology 332.

450 Special Topics. 4.

460 Independent Study.

470 Thesis Seminar. 1-4. Individual experience in the research techniques of biology; writing of a professional paper.

490 Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and visiting examiner.

BUSINESS EDUCATION

Associate Professor Caudill, Chairman
Assistant Professor T. Moore
Instructor Hall

To meet the needs of business and industry in the Piedmont area for personnel possessing exceptional secretarial and accounting skills, a two-year business education program leading to an Associate of Arts degree is offered at the Downtown Campus of Guilford College. This is a college-credit program which includes a number of liberal arts courses and is designed to prepare students for positions of responsibility.

111 **Beginning Typewriting. 2.** Stressed are keyboard mastery and introduction of problem solving related to centering, tabulating, letters, memorandums, outlines, tables, and reports.

112 **Intermediate Typewriting. 2.** Continuation of the fundamental skills with emphasis on accuracy and speed in production.

113 **Shorthand I. 3.** Complete study of theory, brief forms, and phrases through dictation with development of the basic elements of transcription.

114 **Shorthand II. 3.** Review of the principles; development of ability to construct outlines for unfamiliar words under the stress of dictation; development of dictation speed to the highest possible point, extension of basic elements of transcription, including spelling, punctuation, word usage, and typing style.

115 **Advanced Typewriting. 2.** Designed to help students meet the requirement of top-level office jobs through projects involving papers prepared in executive, accounting, professional, and government offices with emphasis on production, speed, and accuracy.

116 **Business Communications. 3.** Comprehensive presentation of the fundamental principles of business letterwriting through word usage, language structure, and writing mechanics.

117 **Mathematics of Finance. 3.** The application of basic mathematic principles to the current problems pertinent to the business world, including taxes, payroll, analysis of financial statements, etc.

118 **Office Machines. 3.** Facility in the operation of electronic and rotary calculators, ten-key adding machines, and transcribing machines through problem-solving activities commonly encountered in business. Unit on records management also included.

120 **Introduction to Business. 3.** Introduction to the basic forms of organization, purposes, responsibilities, and operations of business.

127 **Electronic Data Processing. 4.** An introduction to the major concepts and characteristics of data processing with emphasis on business applications.

221 **Advanced Dictation. 3.** Development of transcription skill with emphasis on mailable transcripts.

224 **Secretarial Practice. 3.** Routine secretarial procedures and application of the knowledge and skills acquired in previous courses to business situations.

230 Personal Finance. 3. Consumer economics: installment buying, banking, insurance, home ownership, taxes, investments, and household buying techniques.

CHEMISTRY

Professor Ljung, Chairman
Instructor Anderson

The aim of the Department of Chemistry is to equip its graduates with the fundamental tools of chemistry which will enable them to enter graduate school or industry.

A major in chemistry consists of the nine courses listed. Though not required, it is recommended that majors carry on a research project in the senior year. Mathematics and physics are required. If a student is looking forward to graduate study in chemistry, he should take five courses in mathematics and five courses in physics; otherwise four courses and two courses respectively are required.

111 Elementary Physical Chemistry. 4. Inorganic chemistry, elementary principles of equilibria, ionization equilibria, solubility product, pH, common-ion effect, complex-ions, hydrolysis. Two lectures and four laboratory hours per week.

112 Elementary Physical Chemistry. 4. Properties of gases, liquids, and solids, the physical properties of solutions and accompanying theories, atomic structure and bonding, coordination chemistry, electrochemistry, and introductory nuclear chemistry. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111.

220 Nuclear Chemistry and Radioactivity. 4. Radioactive disintegration series, radioactive isotopes, and laboratory techniques. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.

221 Quantitative Analysis I. 4. Quantitative inorganic analysis by gravimetric (precipitation and electrodeposition) and volumetric procedures (acid-base, oxidation-reduction, and complexometric titrations). Two lectures and four laboratory hours per week. Prerequisite: Chemistry 112.

222 Quantitative Analysis II. 4. Quantitative inorganic analysis by instrumentation, including coulometry, conductometry, pH measurements, colorimetry, oxidation-reduction titrations, polarography, and gas chromatography. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 221.

223 Organic Chemistry. 4. Chemistry of carbon compounds, preparation, sources, uses, and laboratory techniques including polarimetry, IR, and gas chromatography. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.

224 Organic Chemistry. 4. Continuation of the study begun in Chemistry 223.

331 Physical Chemistry. 4. Thermodynamics, phase equilibria, electromotive force, surface chemistry, and spectroscopy. Two lectures and four laboratory hours per week.

332 Physical Chemistry. 4. Dynamics, kinetic the-

ory, chemical kinetics, quantum theory, statistical methods, and crystal structure.

450 Special Topics. 4.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors.

CLASSICS

Associate Professor A. Deagon

The purpose of the classics program is to involve the student in a multilevel study of the languages, literature, history, and culture of the classical world, from which he may evolve a fuller awareness of his historical and humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of knowledge and activity in the modern world.

301 Classical Literature in Translation. 4. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world.

302 Classical Mythology. 4. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines.

411 Greek History. 4. Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century.

412 Roman History. 4. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire.

450 Special Topics. 4.

460 Independent Study. 1-4.

CLASSICAL LANGUAGES: the course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 100-201.

100 Elementary Greek. 4. An introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

201 Intermediate Greek. 4. Further study of classical prose and poetry or readings in the New Testament, according to individual interests.

100 Elementary Latin. 4. An introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

201 Intermediate Latin. 4. Further study of classical prose and poetry; readings in medieval Latin.

DRAMA AND SPEECH

Associate Professor D. Deagon, Chairman
Lecturer Forman

The major in drama and speech is offered in cooperation with Greensboro College and

Bennett College. It is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group performance. A major in drama and speech requires a minimum of eight courses (32 credits). Majors must take 205 or 206, 207 or 208, and 307 and 308.

With departmental approval, credit toward the major may be earned in summer theater projects.

DRAMA

205 Fundamentals of Acting. 4. Basic acting techniques: diction, projection, and body movement; character analysis and characterization; consideration of historical styles; studio and public performance.

206 Fundamentals of Directing. 4. The role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance.

207 Play Production. 4. A practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house management; practical experience through work on college productions. Twenty-four hours laboratory work required.

208 Theater Craft. 4. Theoretical and practical aspects of set design and technical theater: stage carpentry, scene painting, electricity and lighting. Term project and 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.

300 Oriental Drama. 4. A comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Oriental areas; theater as an expression of historical and cultural influences. Acceptable as an intercultural studies elective.

307 Development of Drama (English 307). 4. The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis.

308 Modern Drama (English 308). 4. Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological, and philosophical influences on contemporary theater.

350 Shakespearean Drama (English 350). 4. Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year.

450 Special Topics. 4.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors.

SPEECH

100 Public Speaking. 4. Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Speech laboratory work required.

200 Oral Interpretation. 4. Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

ECONOMICS

Dana Professor Abdul-Magid, Chairman
Associate Professors Parkhurst and Robbins
Assistant Professor Akhtar

The purpose of the economics program is to provide a sound theoretical, methodological, and applied foundation for a basic understanding of current economic principles, issues, and policies. Provided the student takes suitable elective courses as recommended by the department, the program in economics is also designed to satisfy the requirements for students who expect to do graduate work and later pursue economics as a professional career, including related professions such as law, business, and government.

Courses at the 200 level offer an opportunity for students to learn the basic tools used in the field of economics and become acquainted with the economic and legal institutions, problems, and policies of the American and other economic systems. The 300 level courses offer more advanced tools and theories utilized in the field of economics both on the macro- and the micro- level. The 400 level courses provide a variety of advanced subjects in economics which are also useful for noneconomics majors. Economics 411, 432, 433, 434, 440, 441, and 442 are recommended for students whose majors are in political science, history, sociology, and other fields. In addition to the above courses, Economics 321, 322, and 421 are recommended for students whose major is management.

Eight courses (32 credits) are required for a major in economics, which must include the following basic courses: Economics 221-222 (a student should earn a high C average to be allowed to continue to major in economics), 321, 322 or 331, 334.

Students who wish to major in economics and especially those who plan to do graduate work are encouraged to develop a strong background in mathematics (Mathematics 105, 115, 121, 122) and should take more courses in economics in accordance with a plan approved by the chairman of the department.

Students who demonstrate exceptional performance after taking all or most of the basic courses in economics are eligible to do honors work upon invitation from the department adviser and with the approval of the department chairman. The student will be assigned additional studies and research parallel to the appropriate courses he takes in the area of his concentration. The honors work, if successfully undertaken, will culminate in the

writing of an honors thesis (Economics 490) and a comprehensive oral examination.

221 Principles of Economics I. 4. Determinants of size and composition of national output; macroeconomic problems such as economic growth, economic stability, and full-employment; monetary and fiscal policies. Acceptable as a social science elective.

222 Principles of Economics II. 4. Resource allocation and income distribution in the market economy; microeconomic problems such as agriculture, monopoly, labor unions, and public policy; international trade problems, policies, and comparative systems. Acceptable as a social science elective. Economics 221-222 prerequisite for all other departmental courses.

223 Law and Society (Political Science 223). 4. An introduction to social jurisprudence; the fundamental principles of law in our judicial system; legal rights, wrongs, and remedies; contemporary legal issues; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Acceptable as a social science elective. Not applicable to economics majors.

224 Law and Economics. 4. The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; reasons for and the rules of economic behavior and the legal concepts involved in economic activities; the relationship between economics and law in contracts, agency, sales, property, and wills. Acceptable as a social science elective. Not applicable to majors.

321 Microeconomic Analysis. 4. An intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, theory of distribution and general equilibrium and economic welfare.

322 Macroeconomic Analysis. 4. An intermediate-level approach to aggregate income and employment, including an analysis of such factors as Keynesian and classical systems of thought, fiscal policy, the role of the money supply in income determination, monetary policy, and theories of economic growth and inflation.

331 Money and Banking and Monetary Theory. 4. The nature and economic significance of money and monetary standard; the stock of money and levels of national income and prices; the United States banking system and international monetary system; recent developments in monetary theory and policy.

334 Statistical Methods in Economics. 4. An introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers, and regression analysis.

411 History of Economic Thought. 4. The development of economic theories in the socio-political context in which they arose; the classical school, the marginal analysis, institutionalism, neoclassicism, Keynesian and post-Keynesian economics.

421 Economic Fluctuations and Forecasting. 4. The nature and causations of economic fluctuations in the light of the United States economy's experience; modern theory of economic growth and its relationship to economic

fluctuations; the role of fiscal-monetary policy in promoting economic stability.

422 **Mathematical Economics. 4.** An introduction to modern mathematical tools used in economic analysis with their application to the theories of consumer behavior, the theory of the firm, and general equilibrium. Prerequisite: Mathematics 121 and Economics 321.

432 **International Economic Theory and Policy. 4.** Theory, problems, and policy in international trade; balance of payment problems, changes in patterns of trade, and the impact of international trade on underdeveloped countries; recent international monetary developments and possible alternative monetary reforms.

433 **Economic Growth and Development. 4.** The emergence of contemporary economic institutions and their development in the Western world. Major theories of growth and their relevance to developing countries; policies and measures to accelerate growth applying case study methods. Prerequisite: Economics 221-222. Acceptable as an intercultural studies elective.

434 **Comparative Economic Systems. 4.** A study and evaluation of the ideologies, basic institutions, and performances of alternative economic systems. Prerequisite: Economics 221-222. Acceptable as an intercultural studies elective.

440 **Government and Economic Policy (Political Science 440). 4.** The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare, such as monopoly, pollution, and poverty.

441 **Labor Economics. 4.** The origin and development of the labor movement, collective bargaining, and the evolution of public policy in labor relations; analysis of labor markets; social, economic, and political programs of unions, and relevant legislation.

442 **Public Finance and Fiscal Policy. 4.** The theory and economic principles of taxation, the application of these principles, and the interrelationships of national, state, and local finance; cost-benefit analysis; the economic influence of public revenues, expenditures, and debt management as instruments of fiscal and social policy.

450 **Special Topics. 4.**

460 **Independent Study.**

470 **Senior Thesis.**

490 **Departmental Honors. 4.** Directed study and research culminating in the writing of a professional paper; oral examination by three members of the faculty and a visiting examiner.

EDUCATION

Associate Professor C. Johnson, Chairman
Professor Appenzeller
Associate Professor Lanier
Assistant Professors Bell and Reddeck

The objective of the Department of Education is to assist students in the development

of their abilities to meet the demands of modern day elementary and secondary classrooms.

Students wishing to secure a teacher's certificate must apply for admission to the teacher education program while they are enrolled in the beginning course in education. Admission to the program will be based on an overall quality point average of 1.25, recommendations, and other pertinent criteria; students will not be permitted to enroll in other courses in the Department of Education until they have been admitted to the teacher education program.

Application for student teaching must be made by March 1 of the junior year. To qualify, a student should have completed most of the courses required for certification in his teaching field and is expected to have a cumulative grade point average of 1.25, both in education and in the major field. A health certification from a physician which meets the usual public school standards for teachers is also required.

Students who expect to teach in the secondary schools will major in the academic subject of their interest and will take specified courses in the Department of Education and other departments required for certification. These are: Education 221, 372, and 400; Psychology 224 and 331; and three hours of mathematics (not Mathematics 103 or 104). Music education majors take Music 201 and/or 202. Physical education majors take Physical Education 384. English majors take English 380. Majors in other fields take Education 388. All students planning to obtain a secondary certificate should consult their adviser for information about the requirements for certification.

For a social studies teachers' certificate the State of North Carolina requires twenty-one hours of American and world history and twenty-one hours from three or more of the following areas: anthropology, economics, geography, political science, and sociology. There should be about equal emphasis on all areas chosen. However, meeting the above requirements for certification does not relieve one from having a major in one subject area.

Students wishing certification in early childhood (kindergarten-third grade) and in intermediate levels (fourth-ninth grades) will major in elementary education, but will have different requirements. The requirements for early childhood emphasis are Education 221, 306, 328, 345, 366, 386K, 390, 391, and 400; Geography 111; Mathematics 103; Psychology 224 and 331; History 103 or 104; Political Science 101; English 381; Music 131; and Sociology 392. The requirements for intermediate emphasis are Education 221, 306, 345, 366, 386i, 390, and 400; Psychology 224 and 331; Mathematics 103 and 104; English 381; Music 111 or 131; and sufficient hours for one academic concentration (preferably two).

The fall semesters of the junior and senior years are a coordinated unit of full-time work emphasizing early childhood education involving course work and experience in the public schools; the spring semesters of the junior and senior years are a coordinated unit of full-time work emphasizing intermediate education.

Prior to their senior year, students are expected to put in at least fifty hours of independently arranged work with children. Tutoring, teaching Sunday School, and many other types of contact will be acceptable. It is also expected that in the fall before the junior and/or senior year each student will arrange to assist and observe, from one to three days, in a school near his home.

221 Education in America. 4. Organization and control of the public schools; relationships with local, state, and federal governments and with international affiliations; roles of the school, the education profession, and the teacher in the community and in a democratic society; contemporary problems in education.

306 Science for Elementary School Teachers. 4. A study of methods and materials for effective teaching of science in the elementary school, including a review of important principles of the physical and biological sciences.

328 Art for the Elementary School Teacher. 4. A study of the aims and philosophy of art education in the elementary school. Practice in use of art media and techniques; selection, preparation, and use of teaching materials. Fee.

345 Health and Physical Education for the Elementary School. 4. Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education; introduction to practice of teaching techniques, administering activities, and practical school experiences. (Offered both semesters.)

366 Reading and Language Arts in the Elementary School. 4. The principles and practices of a balanced program in reading and the other language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; all aspects of the total reading program in the elementary school.

372 The Secondary School. 4. Organization and administration of the secondary school, curriculum patterns; counseling and guidance, promotion policies and practices, pupil accounting, extra-curricular activities; articulation with the elementary school and college, financial support, legal basis for education, accreditation and teacher certification, the teacher's role in relating the school to the community, and current issues in education. Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.

386 Materials and Methods in the Elementary School. 4. Integrated with student teaching (Education 400). Emphasis on appropriate materials and methods for level K-3 the first semester (Education 386K), and 4-9 level the second semester (Education 386i).

388 Materials and Methods in the Secondary School. 4. The organization of teaching materials in each student's field of interest; techniques of adjusting materials and learning aids to the need of pupils, curriculum construction; classroom organization and management, and organization of routine activities; observation of actual classroom teaching. Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.

390 Sociology of Education. 4. Emphasizes the interaction of family, school, and community on the school child; influences of race and class are considered.

391 Early Childhood Education. 4. Consideration of philosophies and principles related to early childhood education. Teaching skills and selection of appropriate materials for preschool and primary education programs. Weekly participation in a preschool day care center is required.

400 Observation and Directed Teaching. 8. One half semester of observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completion of most courses in one's major.

450 Special Topics. 4. Exploration of special problems of particular interest to students and faculty not covered by regular departmental offerings.

460 Independent Study and Research.

470 Senior Thesis.

490 Departmental Honors.

ENGLISH

Associate Professor Gutsell, Chairman
Associate Professors Marlette, Behar, and Wilson
Assistant Professors Delafield, Morton, Semmler, and Speas

The Department of English is primarily concerned with making the study of literature a process by which students and faculty working together can better understand the continuing attempts of man to evolve literary forms by which he can define his condition. Such a study focuses on the artist as a creator of unique forms and as a spokesman for and critic of his society's most serious concerns: religious, philosophical, moral, psychological, and political. The study of literature so conceived is, therefore, a proper core of studies for students interested in a humanistic, liberal arts education. The faculty is as concerned for students who want a significant, liberal arts education as it is for those students who have professional interests in literature.

In addition to the catalog offerings stated below, "special topics" courses are frequently offered when sufficient interest exists for faculty and students (see English 450). Students are encouraged to develop individualized programs out of the standard offerings, the "related areas" requirement, and independent study projects (see English 460). A senior comprehensive is required of majors. This

involves preparation from a wide variety of questions available in advance. The comprehensive encourages serious independent thinking beyond the bounds of particular courses. Further details of the program may be obtained from the department, including copies of the comprehensive and suggestions for related areas studies. The English major consists of eight courses (32 credit hours), exclusive of 100, 101, 102, 200, 210, and 381.

100 Basic Composition. 4. Techniques of composition for students needing help with fundamentals of organization and grammar. An elective recommended to precede English 101 and 102.

101 Introduction to Literature I. 4. Development of the student's sensitivity to and critical understanding of literary art through varied readings and discussion; basic techniques of composition. Required of all students. Not applicable to major.

102 Introduction to Literature II. 4. Questions of meaning and form approached through intensive study of literary genres; techniques of critical writing. Prerequisite: English 101. Required of all students. Not applicable to major.

200 Introduction to Journalism. 4. Basic study of techniques of journalistic writing. Further work in journalism is regularly available through "special topics" and independent study. Not applicable to major unless approved by department chairman.

210 Creative Writing. 4. Writing laboratory course: student work criticized in class and in individual conferences; class discussion of short stories, poetry, general literary principles. Open to freshmen only by departmental approval. Credit toward a major in English only with departmental approval. Further work in creative writing is possible through independent study.

223 American Literature I. 4. Major American writers from the colonial period to the Civil War: their relationship to their own time and to contemporary American literature.

224 American Literature II. 4. Major American writers from the Civil War to the present. Prerequisite: English 223 recommended.

233 English Literature I. 4. General consideration of the most important periods from the age of Chaucer through the eighteenth century; intensive study of representative works.

234 English Literature II. 4. The romantic period to the present. Prerequisite: English 233 recommended.

240 Development of the Novel. 4. A study of the novel from its origins to the present.

300 Modern Poetry. 4. British and American poetry since 1900: forms, techniques, themes; intensive analysis of the work of such poets as Yeats, Eliot, Frost, and Stevens.

301 Modern Fiction. 4. Significant works, mainly British and American: such writers as Lawrence Forster, Joyce, or more contemporary figures as Durrell, Grass, Bellow, and others according to the interest of students and instructor.

310 Victorian Literature. 4. Questions, doubts, and problems of emerging modern society seen through a detailed examination of such writers as Browning, Tennyson, Arnold, Dickens, Thackery, Newman, Huxley, and Shaw.

320 Romantic Literature. 4. Romanticism: its development, intellectual concerns, and literary forms, as seen in the writings of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

330 Eighteenth-Century Literature. 4. Critical analysis of individual works which reflect the important ideas and assumptions of the Restoration and the eighteenth century; such writers as Dryden, Pope, Swift, Sheridan, Richardson, Fielding, and Sterne.

340 Milton and His Age. 4. Major poetry and prose of John Milton and work of some of his contemporaries considered in relationship to the history and thought of the seventeenth century.

350 Shakespeare. 4. Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year.

360 Renaissance Literature. 4. Major themes and forms of Renaissance poetry as exemplified in Spenser, Sidney, Shakespeare, Donne, others; selected prose of the period.

370 Chaucer and His Age. 4. Selections from Chaucer's major works; other important poetry of the period such as "The Vision of Piers Plowman" and "Sir Gawain and the Green Knight."

380 Methods of Teaching English in Secondary School. 4. A study of the goals and methods of high school English teaching, including analysis of standard and experimental methods, laboratory practice, and observation of high school classes. Recommended for second semester junior English majors planning to teach but open to any student on request. An alternative to Education 388.

381 Children's Literature. 4. Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. Required of elementary education majors. Credit toward a major in English only with departmental approval.

382 Advanced English Grammar. 4. Review of English grammar; introductory linguistics; history of the language. Specifically designed for students planning to teach. Required for secondary school certification.

400 Senior Seminar. 4. An advanced course for seniors. Subjects vary from year to year. Required of all majors.

450 Special Topics. 4. For specialized interests such as film or for any of the more standard subjects not listed in the catalog; frequently employed by the department to give flexibility and variety to the program.

460 Independent Study. 4. Topic, scope, and conditions of the course to be worked out prior to registration between instructor and student; considered only where serious

interests are involved.

470 Senior Thesis. Independent study culminating in an academic paper of serious quality. Recommended for students planning graduate study.

490 Departmental Honors.

FOREIGN LANGUAGES

Professor Hilty, Chairman
Assistant Professors Almeida, Chauvigné, M. Feagins, Hunt, and Thompson
Instructor Payne

The purpose of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose. Introductory courses prepare the student to study the culture of a foreign people as expressed in its literature and history, as well as to begin to communicate orally. Entering students take a placement test and will enter 100, 201, or 202 courses according to their scores. Those placing in 100 will also take 201, and those placing in 201 will also take 202. Anyone placing above 202 may be exempted from the language requirement, or he may enroll in an advanced course. Additional courses may be chosen as electives or approved as a part of the student's related field.

A student may elect to continue the language he studied in high school or begin a new language, choosing between: French, German, Greek, Italian, Latin, Russian, or Spanish. He should coordinate his choice of language with his overall program, considering carefully both personal interests and professional requirements in his major field. Emphasis is on individual achievement rather than the completion of a specific number of courses. Flexibility is allowed within the 100-202 courses, permitting the student to move up to a higher course on the recommendation of his instructor, or to a lower course if his progress is too slow.

The department offers majors in German and Spanish. A major in French is offered in cooperation with Greensboro College. A major requires eight courses (32 credits) above the beginning (100) course. A student who majors in one foreign language must study two additional years of another language. Majors are strongly encouraged to have some foreign experience before graduating. Guilford language students may supplement their language program by taking courses at Bennett and Greensboro colleges under a consortium arrangement.

Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary schools of North Carolina must meet the requirements for certification by taking Education 221, 372, 388, and 400; Psychology 224 and 331; and one mathematics course other than 103 or 104. These

courses are in addition to the 32 credits required for the major in language.

FRENCH

100 French I. 4. Introduction to understanding, speaking, reading, and writing French. Laboratory required.

201 French II. 4. Grammar review, selected readings, and conversation with emphasis on good pronunciation. Laboratory required.

202 French III. 4. Selected readings in French literature and further development of skill in conversation. Laboratory required.

211-212 Survey of French Literature. 4,4. A survey of the major French writers from the Middle Ages to the present.

221-222 Survey of French Culture. 4,4. Studies in the background of French life and culture and the outstanding contributions of France to world civilization.

333-334 French Conversation and Composition. 4,4. A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation. Laboratory required.

400 Seminar. 1. Reading and discussion of current periodical literature and of papers prepared by members of the seminar.

442 Seventeenth-Century French Literature. 4. Writings of Descartes, Pascal, La Fontaine, Boileau, Madame de Sevigné, Fénelon, and others; plays by Corneille, Molière, and Racine.

445 Eighteenth-Century French Literature. 4. French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot.

446 Nineteenth-Century French Literature. 4. Representative writers of the period with emphasis on the major literary movements.

447 Twentieth-Century French Literature. 4. Readings in prose, poetry, and drama of the principal authors of the twentieth century.

450 Special Topics in French Literature. 4.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors. 4. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

SPANISH

100 Spanish I. 4. An introductory course in Spanish with emphasis on oral-aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

201 Spanish II. 4. One section of this course will be devoted to intensive drill in conversation. Other sections will read materials appropriate for the intermediate level, and all sections will have such grammar review as may be necessary. Laboratory required.

202 Spanish III. 4. Selected readings in Spanish and Latin American literature, and further development of the speaking skill through use

of the laboratory. Laboratory required.

221 Survey of Spanish Culture. 4. A general approach to Spanish culture from its beginnings to the present; readings, discussions, lectures, slides.

222 Survey of Latin American Culture. 4. Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides.

333-334 Advanced Conversation and Composition. 4,4. The finer points of grammar in conjunction with composition and sustained daily practice in conversation.

400 Seminar. 1. Readings and discussion of current periodical literature and of papers prepared by members of the seminar.

441 Spanish Literature through the Golden Age. 4. El Cid, La Celestina, plays by Lope, and writings by other authors of the Golden Age.

442 Don Quixote. 4. A careful reading and discussion of this classic with an examination of critical studies.

445 Nineteenth-Century Spanish Literature. 4. Selected readings for class use from the early romanticists to the Generation of '98 and the early twentieth century authors; Spanish novels read independently.

446 Contemporary Spanish American Literature. 4. A brief historical survey with emphasis on the twentieth century; selected readings for class use; novels read independently.

450 Special Topics in Spanish Literature. 4.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors. 4. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GERMAN

100 German I. 4. Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.

201 German II. 4. Reading of selected material, continued oral and aural practice, writing and grammar review. Laboratory required.

202 German III. 4. Readings in German literature, oral and aural practice, and grammar review as needed. Laboratory required.

211-212 Survey of German Literature. 4,4. A survey of major writers in the German language from the Middle Ages to the present.

220 Introduction to German Culture. 4. Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.

330 Readings in Special Fields. 4. Developing skill in translating German selected from the student's major field of interest: science, sociology, religion, etc. Offered on demand.

333-334 Advanced Conversation and Composition. 4,4. The finer points of grammar; intensive work

in conversation.

450 Special Topics in German Literature. 4. Content determined by need; e.g., classical period (Lessing, Goethe, Schiller), contemporary literature (or by genre). For majors.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors.

ITALIAN

100 Italian I. 4. Introduction to understanding, speaking, reading, and writing Italian. Laboratory required.

201 Italian II. 4. Selected readings from literature, a study of grammar in depth, composition, and conversation with emphasis on good pronunciation. Laboratory required.

RUSSIAN

100 Russian I. 4. Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. Laboratory required.

201 Russian II. 4. Systematic review of grammar, readings in Russian literature, self-expression in speech and writing. Laboratory required.

GEOLOGY AND EARTH SCIENCE

Associate Professor Harvey, Chairman
Assistant Professors Ali and Clarke

Course work in the Department of Geology and Earth Science introduces the student to the earth and its history. Emphasis is placed on basic knowledge of earth materials and processes which shape them, fundamental concepts of earth history and the evolution of life, and the essential methods and skills required of earth scientists in the library, the laboratory, and the field.

Two major programs are offered. The Bachelor of Science degree in geology should be the objective of those students preparing for professional careers in any of the several branches of the geological sciences. In most cases, graduates planning for employment in government, industry, or higher education will need more advanced training. The course of study outlined below for geology majors will prepare the student for entrance to graduate study. Those students planning to teach earth science in the secondary schools and others not preparing for graduate work in geology should consider the Bachelor of Science degree in earth science. This program substitutes a greater selection of science courses for the more advanced studies of a technical nature in the geology curriculum.

Students concentrating in geology normally take eight courses (32 credits) of geology, including 311, 312, 335, 336, 415, 416, and 427. The student should also take a minimum of one year of chemistry and two semesters of mathematics. A year of either physics or biology is recommended for

students planning on graduate study.

Students concentrating in earth science are expected to take at least 12 credits in geology and other related fields. Normally, these will include 221, 222, 311, 335, 336, astronomy, one year of chemistry, and one year of biology. Department requirements, however, are intentionally flexible, so that through discussion of each individual's interests and career goals there can be a definition of the student's academic needs.

GEOLOGY

221 Physical Geology. 4. Elements and principles of physical geology; identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering, and erosion; analysis of topographic and geologic maps; consideration of the dynamics of global forces and their effect on the physical nature of the earth. Acceptable as a science elective.

222 Historical Geology. 4. Review of the methods used in geological interpretation and the application of these methods to the study of the earth history; a historical account of the discovery of geologic time and the development of evolutionary theory; a discussion of the origin and development of our world, with emphasis on the geological history of life and the geological history of North America. Acceptable as a science elective.

250 Field Trip. 1.

311 Mineralogy. 4. Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, geomology, and economic uses of minerals. Acceptable as a science elective with permission of the instructor.

312 Petrology. 4. The description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; a study of the rock classes in thin section. Prerequisite: Geology 311 or permission of instructor.

335 Structural Geology. 4. The study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift.

336 Geomorphology. 4. The broad study of landforms and the processes involved in their formation: investigation of fluviatile and arid geomorphic cycles; the peneplain concept; geomorphic features associated with wind, ice, igneous activity, underground water, coastlines, gravity, and structural movement.

415 Paleontology. 4. A study of fossils with major emphasis on invertebrates: classification and identification of fossils; the principles of evolution and paleoecology; the application of paleontology to geologic problems, especially its use in stratigraphic studies.

416 Stratigraphy. 4. The description, classification, correlation, and interpretation of sedimentary rocks; the principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: Two semesters of geology.

427 Field Problems. 4. A study of geology in the field: recognition of rock units and structural and topographic features by direct observation; instruction in the fundamentals of geologic surveying, mapping, and computation; introduction to the principles of photogrammetry and the use of aerial photographs in field work. Prerequisites: Geology 312 and 335 or permission of instructor.

428 Economic Geology. 4. A study of the principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and nonmetallic mineral concentrations. Prerequisites: Geology 312 and 335 or permission of instructor.

450 Special Topics. 4. Subjects of specialized interest such as vulcanology, geophysics, vertebrate paleontology, hydrology, marine geology, glaciology; interdisciplinary subjects and courses by visiting instructors when appropriate.

460 Independent Study. 1-4. Independent and directed research, including field and laboratory experience.

470 Senior Thesis.

490 Departmental Honors.

GEOGRAPHY AND ASTRONOMY

111 Fundamentals of Geography. 4. The physical and cultural environments of man; the diversity and distribution of environmental factors, especially climate, as they relate to cultural patterns, past and present. Man's effect on his environment and its effects on him. Recommended for primary education majors. Acceptable as an intercultural studies elective.

113-114 World Geography. 4,4. Man and his role in the natural and cultural environments of the earth; variety in human cultural development related to regional differences in world climate and vegetation: the arid and wet lands, the area of Mediterranean climate, the plains and grasslands the mountains and forest lands, and the polar regions. Emphasis is placed on the developed and undeveloped nations of the world other than those of North America and Western Europe. Recommended for elementary and secondary education majors. Acceptable as an intercultural studies elective.

207 Descriptive Astronomy. 4. An introduction to the night sky; the constellations and the celestial sphere; the motions of the sun, moon, and planets; descriptive and theoretical considerations of the solar system, stars, galaxies, and the universe. Observations by reflecting telescope. Acceptable as a science elective.

224 Economic Geography. 4. An analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities. Acceptable as an intercultural studies elective.

HISTORY

Professor J. Moore, Chairman
Professor Burrows
Associate Professors Hood, Lockard, and Stoesen
Assistant Professors Cooley and Gifford

The Department of History offers the student a major built on basic knowledge of the historical method, broad exposure to several fields of history, and detailed study of smaller segments of history. This program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. The variety of course offerings in the department enables majors in other fields to select courses related to their primary interests.

A major in history consists of eight courses (32 credits) including 101-102; two courses selected from 103, 104, 201, 202; and at least two courses on the 400 level, excluding 450 courses. Majors are required to have at least three courses in American history and three courses in European history. A comprehensive examination, consisting of both oral and written portions, is required of all history majors. History majors intending to pursue graduate study should select additional history courses in lieu of certain electives and acquire a proficiency in more than one foreign language.

Students majoring in history desiring to teach social studies in North Carolina must meet the requirements stated above. In addition, they must take a minimum of five courses divided among three of the following disciplines: anthropology-sociology, economics, geography, political science, sociology. They must take the education requirements for a secondary school certificate, must satisfy college requirements, and must complete one course in mathematics.

The competent student will be encouraged to "test out" of introductory and intermediate history courses and to enroll in 460 or 470 to satisfy his major requirement for advanced history courses. Majors with a sufficiently high grade average in history, plus senior standing, will be encouraged to enroll in History 490.

The Department of History will accept any history course below the 400 level as satisfying the college requirement for one course in history. However, enrollment in courses labelled "intermediate" requires the consent of the instructor.

The Department of History offers courses on the 350 level to nonmajors in partial satisfaction of the college requirement for two courses in intercultural studies. These courses may be taken by majors for history credit.

In order to encourage superior work in history, the history department offers annually a freshman and a senior history prize and one

scholarship (the Newlin Scholarship). Two endowed lectures each year, the Newlin Lecture in the fall and the Patrick Lecture in the spring, enable the student to hear scholarly papers presented by recognized historians. There is a chapter of Phi Alpha Theta, international honorary history society, sponsored by the department.

INTRODUCTORY COURSES: examination of basic historical fact, method, and interpretation.

101 Modern Europe to 1815. 4. Major developments in European history from 1500 to 1815: the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution.

102 Modern Europe Since 1815. 4. Europe from 1815 to the present; the consolidation of large nation states, imperialism, the world wars, and the problem of democracy and dictatorship.

103 The United States to 1877. 4. The origin and growth of the United States from colonial times to 1877.

104 The United States Since 1877. 4. Social, political, constitutional, and economic developments since 1877.

INTERMEDIATE COURSES: studies involving more advanced historical techniques in reading, writing, bibliography, and research.

SELECTED AREAS: American History

201 Colonization and Revolution. 4. Attention is focused on the way in which New World conditions influenced the peoples, ideas, and institutions transplanted from Europe; the relations of England with her American colonies; the social and intellectual sources of rebellion; and the adopting of a Federal Constitution. Particular attention is given in this course to the art and skills of the biographer.

202 The Progressive Era. 4. A study of the documents and historical interpretations of the era to demonstrate its meaning to those who made it, and its significance to subsequent generations.

204 North Carolina History. 4. North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

SELECTED AREAS: European History

301 England to 1689. 4. England during its formative period; legal and constitutional development.

302 England Since 1689. 4. England during its imperial and industrial growth; Great Britain's enduring influence on the world.

303 Russia to 1881. 4. Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, the rise of the autocracy, the position of the peasantry, and the revolutionary movement in Russia.

304 Russia from 1881 to the Present. 4. The

decline of the autocracy, the 1905 and 1917 revolutions, Soviet Russia's internal development and establishment as a world power.

305 Medieval Civilization. 4. Extensive study of the writings of modern historians, emphasizing the crucial issues and personalities which shaped the modern world.

SELECTED AREAS: Intercultural History

351 Non-Western Civilization. 4. History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; the common problems faced in the twentieth century by peoples of many different historical backgrounds.

352 A History of Africa. 4. Major developments in the history of Africa with emphasis on sub-Sahara Africa; early civilizations and institutions, colonial Africa, Africa since 1945.

ADVANCED SEMINARS: detailed analysis of specialized historical periods or areas, requiring advanced research using primary sources. For the history major or mature nonmajors with the consent of the instructor.

401 United States Diplomatic History (Political Science 441). 4. Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

402 European Diplomatic History, 1870-1920. 4. An examination of the diplomatic relations of the European powers preceding World War I and the consequences of the war; a comparison of the social, cultural, and political circumstances before and after the war.

403 Recent European History. 4. Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context.

404 Recent United States History. 4. The influence of politics, wars, and men on the internal affairs of the United States with emphasis on the period since the New Deal.

405 The Age of the Renaissance. 4. Late medieval and Renaissance Europe; literary, artistic, ecclesiastical, and scientific developments.

406 Sixteenth- and Seventeenth-Century Europe. 4. The Reformation, the Counter-Reformation, the rise and decline of the Spanish empire, the Thirty Years' War, and the supremacy of France under Louis XIV.

407 Economic History of the United States. 4. Survey of the principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.

408 American Intellectual and Social History. 4. Ideas and attitudes—their origin, influence, and modification—are the core of this course, with particular attention being paid to the impact of science and religion on American thought; the intellectual defense of American society and the emergence of dissenters and reformers, intellectual and political; and the development of new approaches in the humanities, education, law, and philosophy.

450 Special Topics. 4. Exploration of an area or a particular problem of interest not included in regular departmental offerings.

460 Independent Study. 4. Independent research or directed study (involving weekly meetings with a departmental advisor); oral or written examination.

470 Senior Thesis. 4. Research and writing of a scholarly monograph.

490 Departmental Honors. 4. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. Credit but not honors status granted unless examination grade is B or above.

The following courses offered by other departments will be accepted for history credit:

Classics 411. Greek History.

Classics 412. Roman History.

Political Science 442. Seminar in Comparative Foreign Policies.

Sociology 353. Cultural History of Latin America.

MANAGEMENT

Voehringer Professor Courtney, Chairman
Associate Professor Caudill
Assistant Professors Grubbs and Andrews

The objective of the Department of Management is to promote an understanding of the principles and methodology which govern organizations and administration as well as an awareness of the problems and the larger relationships of the organization to the economy as a whole. To meet the exacting demands of tomorrow's environment, the individual requires not only a high degree of professional competence in the technical aspects of management, but also a broad grasp of economic, social, human, cultural, and political values. Therefore, the management department, while operating within the framework of a specialized discipline, has as its foundation the entire liberal arts program of Guilford College.

The major program requires a minimum of eight courses (32 credits) in management and 16 credits in approved related fields. The management department attempts to develop a specific program to attain the objectives and goals of the individual student. Therefore, by permission of the department, certain variations in the program are allowed. The department offers two basic areas of concentration: accounting and management.

In the area of accounting, the prerequisites are Mathematics 105, Mathematics 115, and Economics 221-222, which will be applicable to the related field requirement. The following courses in management are normally required: 215, 225-226, 325-326, 327, 336, and 428. Management 234, 335, 424, 429, 430, Mathematics 331, Sociology 248, and

Psychology 332 are approved as related courses.

In the area of management, the minimum prerequisites are Mathematics 105, 115, and 331, and Economics 221-222 which will be applicable to the related field requirement. The following courses in management are normally required: 225-226, 234, 327, 335, 336, 400, and 424. Economics 321, 322, 331; Sociology 248; and Psychology 332 are approved as related courses.

A two-year Certified Public Accountant certificate program is offered at the Downtown Campus by the management department. This program requires 28 credits in accounting as well as a number of courses in economics and liberal arts. Students working for the certificate may count these courses toward the Bachelor of Science degree in management. This program is designed to satisfy the educational requirements of the North Carolina State Board of C.P.A. Examiners. Students interested in this program should consult with the department chairman about specific requirements.

215 Business Law. 4. The main principles of law which govern the daily conduct of business; contracts, agency, and negotiable instruments, partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts.

225 Elements of Accounting I. 4. Methods of modern accounting practice; theory of accounting as a management information system; study of the accounting cycle and presentation of financial statements; methods and practices applicable to formal organizations.

226 Elements of Accounting II. 4. Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Management 225.

234 Statistical Methods. 4. Statistical methods for the solution of management problems including frequency distributions, correlation and regression, time series analysis, index numbers, probability, and statistical inference.

325 Intermediate Accounting I. 4. An analysis of accounting records and closing procedures with emphasis on the corporation; a critical examination, analysis, and application of accounting principles of income determination and valuation of assets, current liability, and corporate equity accounts. Prerequisite: Management 225 and 226.

326 Advanced Accounting. 4. The accounting application of compound interest and annuities, home office and branch accounting, and parent and subsidiary accounting; preparation and interpretation of consolidated balance sheets and profit and loss statements for both domestic and foreign parents and subsidiaries; receiver's accounts, estates and trusts, governmental and institutional accounts. Prerequisite: Management 325.

327 Cost Accounting. 4. A study of cost systems including job orders, process, joint cost and

by-product costing; the integration of standards and direct costing in each type of system; emphasis is on relevant cost for management information and decision making. Prerequisite: Management 225 and 226.

328 **Intermediate Accounting II. 4.** The theoretical concepts and accounting applications of long-term liabilities, long-term investments in corporate securities, and allocation of income taxes; a critical examination and analysis of fund flows, financial statements, and price-level changes; partnership formation, dissolution and liquidation, installment sales, and consignments. Prerequisite: Management 325.

335 **Organization and Management. 4.** Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institutional; a conceptual, methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. Prerequisite: Management 225 and 226 recommended.

336 **Financial Management. 4.** Theory, principles, and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources, the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments, and capital budgeting. Prerequisite: Economics 221 and 222 and Management 226.

400 **Industrial Management. 4.** Analysis of the production-operating function in both manufacturing and nonmanufacturing organizations. Developing production policies which support total organizational goals under varying constraints incorporating analysis of economic, political, and social influences on production.

424 **Marketing Management. 4.** Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. Prerequisite: senior standing or departmental approval.

428 **Auditing. 4.** Auditing theory and practice; the responsibilities and work of the auditor in his examination of financial statements; systems of internal control, accounting procedures, and accounting records and other supporting evidence; generally accepted accounting principles and auditing procedures established by the American Institute of Certified Public Accountants. Prerequisite: Management 325 and 326.

429 **Federal Taxation. 4.** A detailed study of the Federal Income Tax Law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships, and corporations. Prerequisite: senior standing or departmental approval.

430 **C.P.A. Problems. 4.** General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. Examinations; opportunity for review and preparation for the C.P.A. Examination; instruction conducted on an accelerated basis

and completed prior to the C.P.A. Examination given in November. Prerequisite: all required courses in accounting and related subjects. Acceptable as an elective for majors specializing in accounting; suggested for all students who plan to take the Certified Public Accountant Examination.

450 Special Topics. 1-4. Exploration of areas of particular interest to students and faculty in the management area which are not included in the regular departmental offerings.

460 Independent Study. 1-4. Opportunities under our 460 designation include the following: Computer Game: Management Simulation. A seminar in the application of analytical techniques and managerial principles to policy formulation and implementation in a complex computer-simulated environment. Quantitative Methods: Statistics II. Decision models under conditions of certainty and uncertainty including matrix algebra, mathematical programming, allocation, inventories replacement, Markov chains, queuing, utility functions, and incremental analysis.
In addition, the department will offer special independent study programs and work seminar projects as approved.

470 Senior Thesis. 1-4. Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

490 Departmental Honors. 4. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

MATHEMATICS

Associate Professor Boyd, Chairman
Assistant Professors Morell, Reynolds, and Walker
Instructor Parker

The purpose of the courses offered in the Department of Mathematics is to prepare the student majoring in mathematics to enter graduate school, teach mathematics in the secondary school, enter business or industry as an applied mathematician, or to promote a feeling for and an interest in mathematics for its own sake.

Except for those students in Curriculum II, a major in mathematics consists of eight courses (32 credits). Mathematics 121, 122, and 211 are required together with five selected from those numbered above Mathematics 211. A thesis or, at the discretion of the department, an oral or written comprehensive examination is required during the second semester of the senior year.

To obtain an elementary school certificate at the kindergarten-third grade level, Mathematics 103 is required; and for the fourth-ninth grade level, Mathematics 103-104 are required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take one course in mathematics; this requirement may be met with Mathematics 105, 115, or 121.

Computer facilities are available for faculty and institutional research at the Downtown Campus of Guilford College and at Bennett College.

103-104 Mathematics for Elementary School Teachers. 4,4. Introduction of the real number system and basic concepts of algebra and informal geometry.

105 Finite Mathematics. 4. Introduction to logic, set theory, permutations, combinations, and probability.

115 Elementary Functions. 4. An elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites.

121-122 Calculus I, II. 4,4. Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions.

211 Calculus III. 4. Series, partial differentiation, multiple integration, and vector analysis.

212 Mathematics for the Physical Sciences (Physics 212). 4. Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

221-222 Foundations of Mathematics. 4,4. An axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.

231 Theory of Numbers. 4. A study of the properties of integers divisibility congruences, primes residues, and Diophantine equations.

311-312 Survey of Geometry. 4,4. An introduction to modern geometry, with emphasis on non-Euclidean geometries.

321-322 Abstract Algebra. 4,4. Introduction to the following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

331 Digital Computers. 4. Components of computers, areas of application, programming, and problem solving. Downtown Campus only.

332 Numerical Analysis. 4. Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations. Prerequisite: Mathematics 122. Downtown Campus only.

341-342 Statistics and Probability. 4,4. Fundamentals to the analysis and interpretation of statistical data. Prerequisite: Mathematics 122. Normally offered at the Downtown Campus.

401 Advanced Mathematical Methods (Physics 401). 4. Designed to follow Mathematics 212 (Physics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants; functions of a complex variable, partial differential equations, and theory of ordinary differential equations; special functions (Bessel, Lagendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions); calculus of variations, probability, and statistics. Prerequisite: Mathematics 212 (Physics 212).

411-412 Analysis. 4,4. A rigorous study of functions, limits, sequences, differentiation, and integration.

431-432 Operations Research. 4,4. Probability, sampling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming. Downtown Campus only.

MATHEMATICS SEMINARS: each of the following seminars may be repeated for credit with the approval of the department provided the content is different. Offered either semester upon sufficient demand.

461 Seminar in Algebra. 1-4.

462 Seminar in Analysis. 1-4.

463 Seminar in Geometry. 1-4.

464 Seminar in Topology. 1-4.

470 Senior Thesis.

MUSIC*

Professor Gansz, Chairman
Assistant Professors Cook and Stokely
Part-time Instruction: Holmes, Heiney, and Pinnix

The Department of Music offers music courses to accomodate three separate groups of students. (1) General students may take music courses and participate in ensembles as free electives for general interest or as courses in satisfaction of the fine art requirements of the college. (2) Students in major fields other than music may take specified music courses to fulfill requirements for other degrees. (3) For students who wish to emphasize music in a program of liberal art study, the department offers courses leading to the Bachelor of Arts degree with a major in music.

The Bachelor of Arts degree with a major in music may be earned with a major concentration in piano, organ, voice, or orchestral instruments. Students with advanced standing who obtain departmental approval may take major concentration in composition, music history, conducting, or church music. In addition to a major concentration, students interested in obtaining a state teaching certificate may elect additional courses in music methods and education so that certification requirements can be met.

Auditions and placement examinations in music are required of all students wishing to obtain departmental approval and acceptance as a music major. Each applicant must take an examination to determine his musical aptitude and the extent of his theoretical knowledge. Those students who have insufficient background will not receive an acceptance or, at the discretion of the department, may be required to take preparatory courses. Normally, auditions and examinations are given prior to the freshman year. Students already in the freshman year or in upper classes may petition the Department of Music

*Students entering in September 1972, see page 65

to take the examination. Examinations are given by appointment only on campus and at convenient locations off-campus. Details may be obtained from the Department of Music.

The degree will be granted to those students completing a program which has been approved by the Department of Music. Each student will have an individual program planned to meet his particular needs and goals. The general requirements for the degree in music are as follows:

1. Completion of an approved program of study in music with a minimum of twelve courses (48 credits) in music subjects. The program will include course work in music theory, literature/history, and applied music. Additional courses might be required for special preparations or remedial work.
2. Participation in at least one choral or instrumental ensemble each semester.
3. Satisfactory presentation of a junior recital on the major instrument.
4. Satisfactory presentation of a senior recital on the major instrument.
5. Successful completion of a piano comprehensive examination by those students who do not have piano as a major instrument.
6. Regular attendance at concerts and recitals.
7. Completion of assigned readings.
8. Completion of a music project each semester.

Students who expect to receive full recommendation from the department should plan to take the senior comprehensive examination in music. A departmental honors program is available to advanced students.

The courses for major concentration in music in the Department of Music must be based upon ultimate professional attainment. Therefore, it is necessary for the department to be exacting in the selection of its candidates and the requirements for the degree. Students who apply to the Department of Music as majors should be aware of the degree of commitment necessary for those who undertake concentrated professional programs.

Music courses open to the general student body are indicated. All other courses have prerequisites or require the permission of the instructor.

MUSIC HISTORY AND LITERATURE

111 Music Literature I. 4. Music appreciation. An introductory course in music designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students.

213 Music Literature II. 4. Music and the cultural heritage. The role of music in relation to the social and cultural aspects of various periods of civilization. Correlated with the fine arts. Open to all students.

315 **Music Literature III. 4.** Church music and hymnology. Open to all students.

317-318 **Music Literature IV. 4,4.** Choral and instrumental literature from the Renaissance to the twentieth century.

419-420 **Music History. 4,4.** The history of music in Western civilization.

MUSIC THEORY

131 **Music Theory I. 4.** An introduction to the fundamentals of music theory. Open to all students.

133-134 **Music Theory II. 4,4.** Elementary harmony, sight singing, dictation, and keyboard harmony.

235-236 **Music Theory III. 4,4.** A continuation of Music Theory II. Advanced harmony, sight singing, dictation, and keyboard harmony.

337-338 **Music Theory IV. 4,4.** Counterpoint; form and analysis.

439-440 **Music Theory V. 4,4.** Composition; orchestration.

APPLIED MUSIC: Instruction in piano, organ, voice, and orchestral instruments is available. Additional fees for courses will be charged where noted. One credit indicates a one-half hour lesson per week; two credits indicate a one-hour lesson per week.

151-152 **Applied Music I. 1,1.** Class instruction in (a) piano, (b) organ, (c) voice, or (d) orchestral instruments. Fee. Open to all students.

153-154, 253-254, 353-354, 453-454 **Applied Music II. 1,1.** Private instruction in (a) piano, (b) organ, (c) voice, or (d) orchestral instruments. Fee. Open to all students.

155-156, 255-256, 355-356, 455-456 **Applied Music III. 2,2.** Private study in (a) piano, (b) organ, (c) voice, or (d) orchestral instruments. Technique, repertoire, literature, pedagogy, keyboard harmony, and improvisation. Fee.

157-158, 257-258, 357-358, 457-458 **Applied Music IV. 1-2,1-2.** Choral ensemble; college choir, small choral units. One credit per semester for standard program. One additional credit for the semester in which the choir presents a concert tour. Open to all students.

159-160, 259-260, 359-360, 459-460 **Applied Music V. 1-2,1-2.** Instrumental ensemble; chamber music groups. One credit per semester for standard program. One additional credit for the semester in which the ensemble presents a concert tour. Open to all students.

261-262 **Applied Music VI. 1,1.** String class; woodwind class.

263-264 **Applied Music VII. 1,1.** Brass class; percussion class.

465-466 **Applied Music VIII. 4,4.** Conducting. Class instruction with practical applications using the college choral and instrumental organizations. Technique, history, and score reading.

SPECIAL COURSES AND REQUIREMENTS

381 **Special Music I. 0.** Piano comprehensive examination. Required of all music majors

who do not have piano as a major instrument.

383 Special Music II. 1. Junior recital.

485 Special Music III. 2. Senior recital.

487-488 Special Music IV. 4,4. Music seminar. Advanced and special studies.

489-490 Special Music V. 4,4. Independent study. Advanced and special studies.

491 Special Music VI. 0. Senior comprehensive examination.

MUSIC METHODS

201-202 Music Methods I. 4,4. Elementary school and high school music methods.

Music Methods are included as special projects in other music courses such as Music 111, Music 131, Music 151-152, Music 153 through 454, Music 155 through 456, Music 261-262, and Music 263-264 whenever student need is indicated.

The Guilford College Choir

This concert choir, organized in 1929, presents numerous concerts each season both on and off campus. Concerts for the college include a Christmas concert, a spring concert, and a pops concert. The annual tour takes the choir to many music centers throughout the nation. A varied repertoire is presented by the members who are selected from all classes of the college. Membership is by audition. Members of the choir have an opportunity to perform with additional small choral groups such as the Madrigal Singers, the College Singers, quartets, and octets.

The Instrumental Ensemble

The Instrumental Ensemble is organized as a chamber ensemble and offers qualified instrumentalists opportunity to present programs of music representing all periods of musical composition. In addition to performing as a concert ensemble, the players form small instrumental units such as the brass choir, the woodwind ensemble, pep band, and stage band for performances on campus and throughout the Piedmont.

Music Fees

Special fees are charged for: (1) private and class instruction in piano, organ, voice, and orchestral instruments; (2) use of college practice rooms; and (3) rental of orchestral instruments. A list of all music fees can be found on page 21 of the **Academic Catalog**.

The Music Major 1972

Beginning in September 1972 all music majors at Guilford College will take their music program at Greensboro College. Music is one of several programs that is being arranged with Greensboro and Bennett colleges through the auspicies of the Greensboro Tri-College Consortium.

The Department of Music of Greensboro College is a member of the National Associa-

tion of Schools of Music and its requirements for entrance and graduation are in accordance with the published regulations of the National Association of Schools of Music. Guilford students majoring in music must meet all of the standards and regulations of the Greensboro College Department of Music.

The department offers the Bachelor of Music degree, the Bachelor of Music Education degree, and the Bachelor of Arts degree with a major in music. Instruction is offered in theory, musicology, church music, music education, piano, organ, violin, harpsicord, voice, instrumental ensembles, and choir.

A choral program will be offered on the Guilford campus, and all Guilford music majors will fulfill their choir requirements in the Guilford choir. They may also participate in the Greensboro College choir if they desire. Practice rooms and instruments are available on the Guilford campus. The college will provide transportation for Guilford music majors to the Greensboro College campus. The Director of Music at Guilford will assist Guilford music majors in working out their programs at Greensboro College.

The Greensboro College music faculty is listed on page 94.

PHILOSOPHY

Professor Kent, Chairman
Professors C. Feagins and Hobbs
Associate Professors Beidler, Millholland, and Redding

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole, and particular concerns arising out of his confrontation with society. Insofar as this may be accomplished through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: those interested in gaining a broad yet integrated appreciation and understanding of human culture; those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps their major subject (e.g., the sciences, religion, education, languages, the arts); and those wishing to major in philoso-

phy, whether or not planning to pursue graduate work in the field.

To meet the college philosophy requirement, students not majoring in philosophy may elect any course in philosophy except Philosophy 190, 226, 292, and 450.

A major in philosophy consists of eight courses (32 credits) and normally includes the following courses: 190, 292, 301, 302, 361, and 362. The other courses may be chosen from any of the remaining courses offered by the department with the exception of Philosophy 226 which does not give credit toward a major.

INTRODUCTORY COURSES

190 Introductory Logic. 4. The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences; transition from classical Aristotelian logic to modern symbolic logic; elementary modern logic. Does not satisfy the one-course requirement in philosophy.

200 Introduction to Philosophy. 4. Major philosophical problems, methods, and positions, as set forth in selected works by such philosophical thinkers as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre.

211 Ethics. 4. Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and the obligations claiming his commitment and performance.

221 Philosophy of Religion. 4. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

226 Philosophy of Pacifism and Conscientious Objection. 4. The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. Does not count toward a major in philosophy and does not satisfy the one-course requirement in philosophy.

301 Ancient and Medieval Western Philosophy. 4. The historical development of philosophical thought in Western civilization in terms of the main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through medieval scholasticism.

302 Modern and Recent Western Philosophy. 4. The historical development of philosophical thought in Westen civilization in terms of main periods and chief thinkers, beginning with late medieval thought and continuing through early twentieth-century thought.

ADVANCED COURSES

292 Intermediate Logic. 4. Logic as a formal deductive system; its methods, foundations, philosophical implications, and practical applications, including such topics as natural deduction, normal forms, and axiomatics. Prerequisite: Philosophy 190 or departmental approval.

336 Philosophy of Art. 4. The character of aesthetic experience, the nature of the aesthe-

tic object, the differentia of the arts, the nature of aesthetic creativity, the problems of standards of taste, and the relation of the artist to the community.

341 Philosophy in the United States and Canada. 4. The historical development of philosophical thought in Canada and the United States from its colonial antecedents up to its contemporary forms.

342 Philosophy in Latin America. 4. The historical development of philosophical thought in Latin America from its colonial antecedents up to its contemporary forms. Acceptable as an intercultural studies elective.

361 Contemporary Western Philosophy: Analytic Philosophy. 4. The main developments in twentieth-century Anglo-American analytic philosophy.

362 Contemporary Western Philosophy: Phenomenology and Existentialism. 4. The main developments in twentieth-century European and American phenomenological and existential philosophy, with special attention given to such problems as authentic being and modern nihilism.

391 Philosophy of Science. 4. Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.

395 Eastern Philosophy: India. 4. The chief varieties and major developments of philosophy in India. Acceptable as an intercultural studies elective.

396 Eastern Philosophy: China and Japan. 4. The chief varieties and major developments of philosophy in China and Japan. Acceptable as an intercultural studies elective.

450 Special Topics in Philosophy. 4. Content determined by the needs and interests of students and staff: intensive study of a single major philosopher; or intensive study of one major trend or movement in either a given area or a given school of thought; or intensive study of a specific problem. Prerequisite: departmental approval. Counts toward a major in philosophy once only; may be taken more than once as an elective.

460 Independent Study. 4. Individual formulation and completion of a significant program of study in the field of philosophy.

470 Senior Thesis. 4. Individual study culminating in a thesis of superior quality.

490 Departmental Honors. 4. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner.

PHYSICAL EDUCATION

Associate Professor Maynard, Chairman
Assistant Professors J. Clark, Jensen, W. Johnson, Lambeth, and Steele

The major in physical education provides training for students interested in the fields of health, physical education, recreation, and coaching. Eight courses (32 credits) are required for the major, including 117, 225,

227, 334, 335, 336, and 445. As related field courses, physical education majors must take Biology 114 and 115 in the sophomore year and Biology 441 and 442 in the junior year. Physical education majors seeking North Carolina teaching certification must also take Education 221, 372, and 400; Psychology 224 and 331; and one course in mathematics.

The department conducts a program of required physical education for freshmen and sophomores. Four credits in activity courses are required for graduation. These courses consist of conditioning activities, varied team and individual sports, and special corrective instruction adapted to individual students with physical handicaps. An intramural sports program is open to all students. Students must provide their own gym shoes and uniforms.

117 Health, Safety Education, and First Aid. 4. A study of health as related to the whole body; a practical application in safety education and first aid.

225 Principles, Organization, and Administration of Health and Physical Education. 4. A general introductory course; orientation of health, recreation, and physical education. Problems and procedures in health and physical education and the administration of an interscholastic athletic program.

227 Rhythms, Dance, Recreation Games, and Individual Physical Skills. 4. Methods and materials in rhythms, dance, recreational games, tumbling, gymnastics, aquatics, and low group games. This course will require more meetings per week because of practical skills to be learned.

334 Individual and Team Sports. 4. Methods and materials in tennis, badminton, archery, golf, weight training, and wrestling. Methods and materials in touch football, volleyball, basketball, softball, baseball, speedball, track and field, soccer, and low group sports. This course will require more meetings per week because of practical skills to be learned.

335 Adaptive Physical Education. 4. The physically atypical child; development of programs of activities for his physical, social, and psychological development.

336 Evaluation and Measurements. 4. Tests for measuring various phases of a health and physical education program.

345 Health and Physical Education for the Elementary School (Education 345). 4. Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education; introduction to practice of teaching techniques, administering activities, and practical school experiences.

384 Methods in Health and Physical Education (Education 384). 4. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. Offered the second semester on the block system. Must be taken during the first half of the semester.

443 Officiating and Specialized Team Sports. 4. Concepts of officiating various types of activities and special coaching techniques in team sports such as football, basketball, and baseball. An elective course for senior majors.

445 Kinesiology and Athletic Injuries. 4. Body mechanics; structure and function of the human muscular system especially related to sports and activities. A practical study of athletic injuries; care, prevention, and training room techniques.

PHYSICS

Professor Purdom, Chairman
Assistant Professor Raiford

The undergraduate program in theoretical and experimental physics provides a sound preparation for graduate school, or for immediate employment in government, industry, or teaching. There are three types of introductory courses offered: (1) Physics 101 is available for a nonscience major in order to fulfill the college's requirement of one semester of science. (2) Physics 121-122 is a calculus-based physics course for science and mathematics majors. Physics majors especially should begin with this course in their freshman year, if possible, concurrently with calculus. (3) Physics 111-112 is for science majors who do not take calculus. It is a middle-ground offering between the other two in terms of mathematical level.

Eight courses (32 credits) are required for a major in physics; these normally would be Physics 201, 222, 301, 302, 311, and 322 in addition to the appropriate 100-level courses. It is recommended that majors planning to go to graduate school in physics also take Physics 411, 450, and 470. The related-field requirement consists of Physics 212 and 401 (Mathematics 212 and 401) in addition to calculus. Physics 212 (Mathematics 212) should be taken as early as possible, normally in the sophomore year.

101 Physics for Nonscientists. 4. An introductory course for students of limited mathematical background who are not majoring in a science. Emphasis is on fundamental concepts and principles of physics, modern as well as classical, rather than on detailed facts and calculations. The power and limitations of physics, its relevance, and its role in today's society and environment are also considered. Some experimental work in the laboratory is provided.

111 General Physics I. 4. A study of the fundamental principles and theories of physics, including some of the properties of matter and the physical world. Most of the usual subfields of classical physics are covered in this semester: mechanics, heat, sound, electricity and magnetism, and light. Semiquantitative approach, including problem-solving and laboratory experiments. Prerequisite: knowledge of basic algebra and trigonometry (e.g., Mathematics 115).

112 General Physics II. 4. A continuation of Physics 111. The subfields of classical physics not covered in the first semester are studied first. Then modern physics is studied, including such topics as atomic and nuclear physics, statistical phenomena, quantum theory, relativity, and cosmology.

121 Introductory Classical Physics. 4. An introduction to the study of Newtonian and relativistic mechanics, energy, dynamical systems, periodic motion, heat and thermal energy, and sound. Mathematics 121 is a prerequisite or may be taken concurrently.

122 Introductory Modern Physics. 4. An introduction to the study of magnetism, electricity, optics, and atomic and nuclear physics. This course is a continuation of Physics 121.

201 Optics. 4. Studies in geometrical optics, wave theory, interference, diffraction, and polarization. Elementary principles of quantum and nonlinear optics. Optical techniques developed through laboratory studies.

212 Mathematics for the Physical Sciences (Mathematics 212). 4. Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

222 Theoretical Physics: Mechanics. 4. Statics of a rigid body; dynamics of a particle; harmonic oscillations; central-force-field motion; special relativity; analytical dynamics of Lagrange and Hamilton.

301 Theoretical Physics: Electricity and Magnetism. 4. Principles of direct current and alternating current theory and circuits; electric and magnetic fields; inductance and capacitance; magnetic materials; development of Maxwell's equations.

302 Electrical Measurements and Electronics. 4. Measurements involving calibration, capacitance, resistance, inductance, and dielectric constants. Characteristics of vacuum tubes, semiconductors, diodes, and transistors. Measurements involving amplifier circuits, oscillator circuits, counting circuits and gating and logic circuits. Prerequisite: Physics 301.

311 Thermal and Statistical Physics. 4. A study of thermodynamics and statistical mechanics and their application to the understanding of thermal properties of matter. Topics covered include: heat and the temperature concept, equations of state, the first and second laws of thermodynamics, entropy, phase transitions, kinetic theory of gases, classical and quantum statistics, low- and high-temperature physics.

322 Atomic and Nuclear Physics. 4. Properties of atoms, nuclei, and elementary particles. Introduction to the theory of atomic and nuclear structure beginning with the work of Thomson and Rutherford and the Bohr model of the hydrogen atom, and ending with present-day models of the nucleus. Included are such topics

as atomic interactions with radiation, photon mechanics, relativity, nuclear radioactivity, neutron physics. Prerequisites: Physics 301 and preceding courses.

401 **Advanced Mathematical Methods (Mathematics 401). 4.** Designed to follow Physics 212 (Mathematics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Bessel, Legendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions), calculus of variations, probability, and statistics. Prerequisite: Physics 212 (Mathematics 212).

411 **Quantum Mechanics. 4.** An introduction to modern quantum theory, beginning with de Broglie's wave-particle duality, the Davisson-Germer experiment, and Heisenberg's uncertainty principle. The principal formulations of quantum mechanics are treated: Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, and Dirac's modern theory and Dirac notation. Schrodinger's equation is solved for the following potentials: steps, square well, linear harmonic oscillator, and central force (hydrogen atom). Electron spin and Pauli's exclusion principle are presented. Applications are made to atomic, nuclear, and solid-state physics, developing further the work begun in Physics 322. Corequisite: Physics 401.

450 **Special Topics in Advanced Physics. 4.** Extension of the great general theories of physics as given in the intermediate-level courses to a level suitable for beginning graduate work, if this has not already been accomplished in those courses. It is expected that most of the time will be spent on topics of current interest in physics today, such as lasers, quantum electronics, nonlinear optics, solid-state physics, superconductivity, superfluidity, plasmas, relativity, pulsars, quasars, etc. Topic selection will depend upon student and faculty interests.

470 **Research and Thesis. 1-4.** Although enrollment herein is normally during a student's final semester, it is expected that a student begin working on various research projects during the intermediate years, this culminating, under the guidance of his adviser, in a well-defined research project his senior year and the writing of a thesis on this work. The thesis is to be in the standard form of technical papers in physics as currently set forth in the American Institute of Physics Style Manual.

POLITICAL SCIENCE

Professor Carroll, Chairman
Professor Burris
Visiting Professor Watson
Assistant Professors Fike and Grice
Instructor Sebo

Political science is the study of government and politics, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The program in political science is an

integral part of the liberal arts program of the college and is designed to contribute to the student's understanding of the political behavior of man in his cultural, historical, and ideological setting. Requirements for a major in political science are sufficiently flexible to allow students to prepare themselves for graduate study in political science or in one of the other social sciences.

Eight courses (32 credits) are required for a major in the department, including Political Science 101, 102, 201, 202, and 203. During the senior year all majors must pass an oral comprehensive examination. Students preparing to enter graduate school must also complete Political Science 470 with a program of independent study culminating in a senior thesis. Students whose work in this program is of exceptionally high quality will be awarded departmental honors in political science at commencement. Able students who are not planning to pursue graduate studies are encouraged to participate in this program but are not required to do so.

All majors (except those studying under Curriculum II) must take 16 credits of related field courses. Normally, these courses must be taken in the following fields: history, economics, psychology, sociology, philosophy, English, religion, and languages. With the approval of the major adviser, related field courses may be taken in other departments. Majors seeking teacher certification in social studies will need to consult with the faculty of the Department of Education. Normally, either Political Science 101, 102, 201, or 203 is prerequisite for all courses in the department with the exception of those courses in the intercultural studies program. Any course in the department, however, may be taken without prerequisite with the approval of the instructor and the department chairman.

Political Science 101, 102, 201, and 203 are acceptable as social science electives.

101 The American Political System. 4. The policy-making process in the United States; political culture, political ideologies, structure and function of both official and unofficial political institutions. Acceptable as a social science elective.

102 Political Systems of Western Europe. 4. A comparative analysis of the political systems of Great Britain, France, West Germany, Italy, and the Soviet Union; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Acceptable as a social science elective.

201 Introduction to International Politics. 4. Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems. Acceptable as a social science elective.

202 Politics of State and Local Government. 4. Government and politics in the American states; the federal system, the function of political parties and interest groups, the legislature, the executive, and the judiciary.

203 Introduction to the Classics of Political Thought. 4. Critical analysis of some great works which reflect the fundamental themes and assumptions of Western political thought. Acceptable as a social science elective.

222 Comparative Political Parties and Interest Groups. 4. Party systems and interest groups in political systems; their function in the policy-making process of the Western democracies; the process of political modernization in the developing nations.

223 Law and Society (Economics 223). 4. The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Acceptable as a social science elective.

321 Asian Political Systems: South and Southeast Asia. 4. The structure of government and the dynamics of politics in the countries of south and Southeast Asia (from Pakistan and India to the Philippines); the impact of colonial policies, nationalist movements, questions of political development and stability. Acceptable as an intercultural studies elective.

322 Asian Political Systems: East Asia. 4. The structure of government and the dynamics of politics in the countries of east Asia (with an emphasis on China and Japan): nationalist movements, ideologies, and the questions of political development and stability. Acceptable as an intercultural studies elective.

335 Constitutional Law in the Political Process I. 4. The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

336 Constitutional Law in the Political Process II. 4. The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

338 Seminar in International Politics. 4. International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Prerequisite: Political Science 201 or permission of instructor.

430 Seminar in Comparative Politics. 4. Focus on a particular aspect of comparative politics with an emphasis on contemporary theory. The processes of nation-building and political modernization; the legitimacy and stability of political systems; cultural traditions, economic problems, political patterns, and governmental institutions. Prerequisite: Political Science 102 or permission of instructor.

440 Government and Economic Policy (Economics 440). 4. The role of government in economic activity; the instruments of economic policy and administrative techniques for promoting social objectives; selected problems in economic control and regulation.

441 United States Diplomatic History (History 401). 4. Major trends in American diplomatic history from the Revolution to the present; economic, social, and political forces that have influenced American foreign policy.

442 Seminar in Comparative Foreign Policies. 4. Foreign policy decision-making in major nations, with particular attention to institutions and processes; the foreign policies of developing nation-states.

443 Political Thought: Ancient and Medieval. 4. Major developments in political thought from Plato to the modern era; the classics as a foundation of modern political analysis.

444 Political Thought: Modern. 4. Leading political thinkers from the Reformation to the present; the relationship of their ideas to the politics of the times and to modern political analysis. A reading course for majors offered on demand.

450 Special Topics. 4. Exploration of an area or a particular problem of interest to students and faculty in political science but not included in regular departmental offerings in some instances culminating in a senior thesis.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors.

PSYCHOLOGY

Professor Norton, Chairman
Dana Professor Aiken
Associate Professor Godard
Instructor Kaufman
Lecturer Jordon

The program in psychology emphasizes the contribution psychology can make to a liberal education through stimulating intellectual development, personal growth and adjustment, respect for others, and the feeling of social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in such fundamental areas of investigation as motivation, perception, learning, personality, and social interaction. The student comes to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to eschew the simple explanation and recognize the role of multiple causation in the determination of human behavior. The student will be helped to see personality as the continuous development, organization, and readjustment of a bio-social organism in a physical universe with which it must come to terms. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity, decreased emotionality, and increased competence in dealing with others.

The major program consists of eight courses (32 credits) in psychology, including Psy-

chology 200, 241, 301-302, 445, and 451. Psychology 232 and 441 are highly recommended as are Biology 211 and 331, sociology, Mathematics 121-122, and Philosophy 190 and 391.

For students interested in clinical or other applications of psychology, field experiences will be arranged. Should the student wish to undertake original research, the department will offer assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

200 General Psychology. 4. An introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Acceptable as a social science elective. Prerequisite for all other psychology courses.

224 Developmental Psychology. 4. The psychological aspects of human growth and development from birth through adolescence with emphasis on emerging capacities and expanding behavior. Acceptable as a social science elective. Prerequisite: Psychology 200.

232 Personality. 4. The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. Acceptable as a social science elective. Prerequisite: Psychology 200.

241 Elements of Statistics (Biology 241). 4. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts; statistical methods in the biological and social sciences and in education.

301-302 Experimental Psychology. 4,4. Methods, facts, and theories of experimental psychology with emphasis on sensation, perception, motivation, and learning; experience in designing and conducting experiments to test hypotheses concerning human and animal behavior. Prerequisite: Psychology 200 and/or concurrently Psychology 241.

331 Educational Psychology. 4. Theory and research on the process of human learning, emphasizing applications to education. Prerequisite: Psychology 200.

332 Personnel and Industrial Psychology. 4. Applications of psychology to problems of employee selection, adjustment, training, and the efficiency of performance in business and industry. Prerequisite: Psychology 200.

336 The Exceptional Child. 4. The psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed; observation of exceptional children in specialized educational settings. Prerequisite: Psychology 200.

340 Physiological Psychology. 4. A consideration of anatomical and physiological correlates of behavior. Two lectures and one two-hour laboratory each week. Prerequisite: Psychology

301-302, and/or previous work in biology recommended.

347 Social Psychology. 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 232 or consent of instructor.

441 Theories of Personality. 4. The major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Prerequisite: Psychology 232.

442 Abnormal Psychology. 4. Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 232.

444 Tests and Measurements. 4. The construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales.

445 History and Contemporary Issues. 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five units (20 credits) in psychology including 301-302. Nonmajors admitted by departmental approval.

450 Special Topics. 4. Subjects of special interest such as psychology of religion, behavioral genetics, and emotional disturbances of childhood. Offered when appropriate.

451 Advanced General Psychology. 4. A survey of the field of psychology at an advanced level. Prerequisite: senior standing and five units (20 credits) in psychology including 301-302. Required of all psychology majors except those exempted by special examination.

460 Research Problems. 1-4. Intensive reading and research on a topic of interest to the student. By departmental approval.

470 Senior Thesis.

490 Departmental Honors. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner. Credit to be determined.

RELIGION

Assistant Professor Stoneburner, Chairman
Professors Kent and J. F. Moore
Assistant Professors Keiser and Pipkin

The religion department at Guilford has a twofold purpose. First, it aims to develop an ability in each student to cope fruitfully with fundamental human problems, both personal and social, from within his own religious perspective enriched by the world-wide heritage of religious experience and reflection. Second, it aims to develop in those students interested in majoring in religion a competence in handling the basic problems of religion as an intellectual discipline. The offerings of the Department of Religion focus on significant religious issues and concerns, both historical and contemporary, and on the intersection between reli-

gion and other dimensions of culture.

The student who is fulfilling his religion requirement is welcome to take any of the courses offered by the department (although in particular instances he may need to obtain the permission of the instructor). If he wishes to obtain a broad introduction to religion in its historical development or in its contemporary setting, we would especially call his attention to Religion 200 or 201. The other courses are planned for those who wish to pursue a more narrowly defined problem or subject.

A major must take a minimum of eight courses (32 credits) in religion. In general, he will be expected to take the following courses: 202, 215, 216, 232, 310, and 337. He also will take two of the following: 222, 421, and 422. Alternatives to these requirements may be worked out in consultation with the department, so that each student's program may be designed for his or her own specific vocational or academic goal. Those students who are anticipating some form of ministry within the Society of Friends are strongly encouraged to take the course in Quakerism. A senior comprehensive examination is required of all majors.

200 Orienting in the Contemporary Religious Situation. 4. Introduction to a variety of major current religious issues, such as the religious dimensions of the self, the relationship of religion to society and to science, and the nature of religious knowing and language; emphasis will be placed on the student's own quest for meaning and in helping him to bring his own position into sharper focus.

201 The Judaeo-Christian Tradition. 4. Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism; discussion of basic religious problems.

202 Non-Western Religions. 4. Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism.

210 Quakerism. 4. History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions.

215 Old Testament. 4. Introduction to the history, literature, and religious thought of the Old Testament.

216 New Testament. 4. Introduction to the history, literature, and religious thought of the New Testament.

222 Contemporary Theology. 4. The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generation, such as Barth, Bultmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Rahner, Kung, and Dunne.

232 Christian Ethics. 4. Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community.

302 Religion in Literature. 4. An intercultural examination of the emergence and development of religious ideas and practices as found in a variety of creative literary works, past and present.

310 Religion: In Interdisciplinary Perspective. 4. Explorations in problems lying on the boundaries between religion and the natural sciences, social sciences, and humanities; may be taught jointly with faculty from these other disciplines. Examples are: evolution and the quest for meaning, secularization of the eschaton, religion and the arts, religion and psychology. May be taken more than once if the content is different.

337 History of Christianity. 4. The development of Christianity from its beginnings to the end of the nineteenth century through a consideration of major thinkers, events, and institutions.

421 Contemporary Images of Man. 4. An inquiry into the nature and destiny of man as viewed by a number of significant "religious" and "secular" thinkers, such as Keen, Camus, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Heschel. Some of the issues to be considered are: finitude, freedom, play, imagination, death, technology, and secularization.

422 Contemporary Religious Problems. 4. Exploration of one major problem, such as the nature of religion, of religious language, of religious knowing, or of God in the light of such thinkers as Merleau-Ponty, Wittgenstein, Polanyi, Marcel, Tillich, Eliade, Bellah, and Berger.

440 Seminar in Historical Studies. 4. A consideration of the influence of one or several formative thinkers on religion (e.g., Augustine, Luther, Kierkegaard); or of the religious situation within one cultural period (e.g., the Enlightenment); or of the religious history of a particular country (e.g., America); or a specific historical theme (e.g., religious utopianism).

445 Seminar in Biblical Studies. 4. Intensive consideration of such topics as the Prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writings.

450 Special Topics. 4. Intensive study of a problem or area of interest to students and a member of the religion department faculty that is not included in the regular departmental offerings.

460 Independent Study. 4. Individual formulation and completion of a significant program of study in the field of religion.

470 Senior Thesis. 4. Individual study culminating in a thesis.

SOCIOLOGY AND ANTHROPOLOGY

Dana Professor Zopf, Chairman
Professor Dinkel
Associate Professor Gottschall
Assistant Professors Carr, R. Johnson, and Lauten

Students seeking professional careers in law, religion, government service, politics, teaching, social work, group work, recreation, business, public relations, human relations,

labor relations, communications, or personnel work are invited to develop a major or related field in sociology. A student is not seriously considered as a major, however, until he has completed three courses, including Sociology 200 and 220.

A major in sociology and anthropology requires eight courses (32 credits) including Sociology 200, 220, 339, 440, and at least one course numbered 450 or approved equivalent. Considerable variety in choice of the remainder of the courses in the major and related fields is possible. A substantial proportion of the major courses—usually at least 24 credits—must be taken at Guilford or from colleges in the consortium.

Students planning careers or graduate study in social work should include Sociology 224, 233, 265, 335, 336, and 460. In addition to these courses it is strongly recommended that they include Psychology 224, 232, 336, 442, and 444 in the field of concentration. Students intending a career in social work also will have their personal suitability for the profession of social work continually evaluated in addition to the usual academic evaluation.

Special research projects, independent study, and field work with social agencies may be arranged with departmental permission. The department will allow up to three courses (12 credits) on field work, research, and thesis in approved cases. A semester or a summer of study abroad also is encouraged for qualified students.

200 Principles of Sociology. 4. The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, socialization, and personality structure. Acceptable as a social science elective.

220 Social Problems. 4. Major problems of contemporary society: family disorganization, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, alienation, racial and ethnic conflict, population problems, and international disorganization. Acceptable as a social science elective.

221 Sociology of Rural and Developing Areas. 4. Demography and human ecology of rural areas; social organization and structure, including forms of settlement, land tenure, size of holdings, systems of agriculture, stratification, and the major social institutions; social processes, including cooperation, competition and conflict, homogenization, mobility, and change; socioeconomic development of emerging nations.

222 Sociology of Urban Life. 4. Urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life.

224 Marriage and the Family. 4. A study of courtship, marriage, and the family; practical problems of dating, engagement, marriage, parenthood, and the family in contemporary society. Acceptable as a social science elective.

233 Crime and Delinquency. 4. The nature and causes of crime, crime statistics, analysis of theories and methods of reformation, treatment, and prevention; relationships between criminal behavior and the "normal" society.

248 Industrial Sociology. 4. Interpersonal relations in work situations; the sociology of occupations and socioeconomic classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy; effects of business and community on each other.

265 Racial and Ethnic Relations. 4. Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; the present status of racial and ethnic groups in the United States and throughout the world; dynamics of their changing relations.

305 Social Structure and Dynamics. 4. Social differentiation and stratification; social systems; dynamics and processes of change; comparison of structural-functional and conflict emphasis.

318 Demography. 4. Theory, determinants, and consequences of population conditions; size and distribution, composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.

335 Introduction to Social Work. 4. Developmental history and description of the social work profession with emphasis on its goals, methods, fields, and relationships with other helping professions; secondary emphasis involves the development of the student's self-understanding as a beginning professional. Open only with permission of instructor.

336 Community and Community Organization. 4. Community and problems of community organization in urban settings; planning, financing, publicizing, organizing, and coordinating public, quasi-public, and private agency services for the community; recent civil rights, poverty, and involvement programs. Prerequisite: Sociology 335.

339 Methods of Research. 4. Scientific method, logic of the social sciences, modern research techniques and methods, case studies, questionnaires, scaling, and basic statistics; emphasis upon the rationale underlying methods and techniques.

353 Cultural History of Latin America. 4. Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation, including resources, social institutions, liabilities, international involvement, and current problems.

392 Cultural Anthropology. 4. Cultural patterns of socialization and personality formation; social organization and social institutions, especially modern primitive; application of anthropological methods to subdivisions of modern Western society.

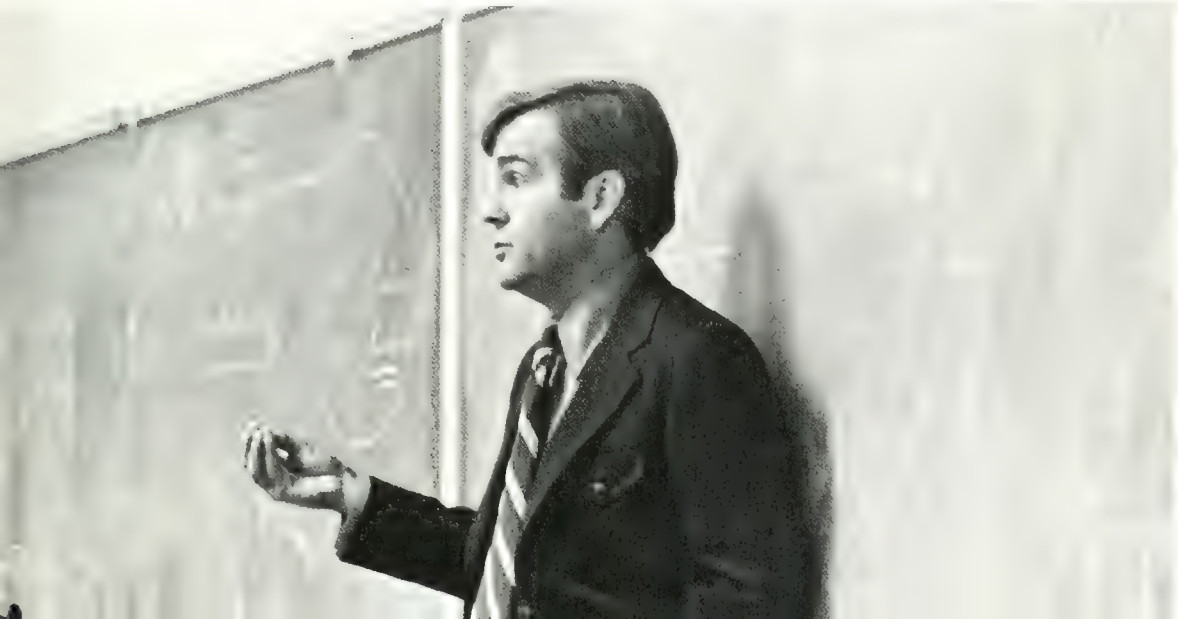
440 Social Theory. 4. Basic social theory and nontheoretical thought; early philosophical bases, nineteenth-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems, including forms, functions, and processes.

450 Special Topics Seminar. 4. Topics selected according to special interests and capabilities of groups of students and instructors; may include particular aspects of cultural and physical anthropology, social work, human relations, social problems, urban planning, the sociology of religion, the sociology of education, demography, and others.

460 Independent Study. 4. Supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. Open only with departmental approval.

470 Senior Thesis. 4 or 8. Individual experience in the research techniques of sociology; writing of a professional quality paper.

Personnel



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Board of Visitors 1971-72

The Board of Visitors consists of a group of people from various walks of life, as well as from various geographical areas, who are interested in and informed about the program at Guilford College. They advise administrative officers and trustees of the college, serve as ambassadors of good will for the college, and otherwise aid Guilford in accomplishing its programs and objectives. Ex officio members of the Board of Visitors are the President of the college, the Director of Development, the President of the Alumni Association, and the Chairman of the Trustee Committee on Promotion and Development.

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William B. Little, Greensboro	1971
Sidney Low, Greensboro	1971
E. H. McBane, Greensboro	1971
L. P. McLendon, Greensboro	1971
L. K. Mann, Greensboro	1971
Oscar O. Marshburn, Whittier, Calif.	1971
Lewis Mayhew, Stanford, Calif.	1971
Edwin S. Melvin, Greensboro	1972
Clyde A. Milner, Greensboro	1973
J. Elwood Mitchell, Greensboro	1971
J. Warren Mitchell, Atlanta, Ga.	1971
Edwin A. Morris, Greensboro	1973
Victor Murchison, Greensboro	1973
Charles F. Myers, Jr., Greensboro	1971
George C. Parker, George	1971
Mrs. George C. Parker, George	1971
Charles W. Phillips, Greensboro	1971
W. Benton Pipkin, Reidsville	1973
Mrs. L. Richardson Preyer, Greensboro	1971
Herbert T. Ragan, High Point	1971
Mrs. William Ragsdale, Jamestown	1971
Morgan B. Raiford, M.D., Atlanta, Ga.	1971
Terry Sanford, Durham	1971
Herbert S. Sawyer, Miami, Fla.	1971

Arnold A. Schiffman, Greensboro	1971	William H. Sullivan, Jr., Greensboro	1972
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Bradshaw Snipes, Morrisville, Pa.	1971	John Hugh Williams, Concord	1971
R. Hobart Souther, Greensboro	1971	Bland W. Worley, Winston-Salem	1971
Mrs. Sidney J. Stern, Greensboro	1971	E. R. Zane, Greensboro	1971
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COLLEGE CALENDAR 1971-72

Dorms open for freshmen	Mon., Sept. 13, 1971
Dorms open for upperclassmen	Tues., Sept. 14, 1971
Registration for freshmen	Tues., Sept. 14, 1971
Registration for upperclassmen	Wed., Sept. 15, 1971
Classes begin - 8:00 a.m.	Thurs., Sept. 16, 1971
Last day to change courses or course sections	Mon., Sept. 27, 1971
Last day to settle accounts	Tues., Sept. 28, 1971
Last day to drop courses without withdrawal grades	Wed., Oct. 29, 1971
Homecoming	Sat., Oct. 30, 1971
Last day to withdraw from courses with WP	Tues., Nov. 23, 1971
Thanksgiving holidays begin - 12:00 noon	Tues., Nov. 23, 1971
Residence halls close from 3:00 p.m. Nov. 23 to 3:00 p.m. Nov. 28	
Classes resume - 8:00 a.m.	Mon., Nov. 29, 1971
Christmas vacation begins - 12:00 noon	Tues., Dec. 14, 1971
Residence halls close from 3:00 p.m. Dec. 14 to 3:00 p.m. Jan. 2	
Classes resume - 8:00 a.m.	Mon., Jan. 3, 1972
Reading day	Mon., Jan. 17, 1972
Exams begin	Tues., Jan. 18, 1972
Exams end	Tues., Jan. 25, 1972
Semester break	Wed., Jan. 26, 1972 to Sun., Jan. 30, 1972
Residence halls close from 3:00 p.m. Jan. 25 to 3:00 p.m. Jan. 30	
Registration for second semester	Mon., Jan 31, 1972
Classes begin	Tues., Feb. 1, 1972
Last day to change courses or course section	Fri., Feb. 11, 1972
Last day to settle accounts	Tues., Feb. 15, 1972
Last day to drop courses without withdrawal grades	Mon., Mar. 6, 1972
Spring holidays begin - 12:00 noon	Thurs., Mar. 30, 1972
Residence halls close from 3:00 p.m. Mar. 30 to 3:00 p.m. Apr. 9	
Classes resume - 8:00 a.m.	Mon., Apr. 10, 1972
Last day to withdraw from courses with WP	Thurs., Apr. 13, 1972
Reading day	Mon., May 22, 1972
Exams begin	Tues., May 23, 1972
Exams end	Tues., May 30, 1972
Commencement	Sat., June 3, 1972

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Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

Second class postage paid at
Greensboro, North Carolina 2742

SUMMER SCHOOL 1972



BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

June 12 to July 15

July 17 to August 19

Greensboro Tri-College Consortium

SUMMER SCHOOL 1972



BENNETT COLLEGE
GREENSBORO COLLEGE
GUILFORD COLLEGE

June 12 to July 15

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Greensboro Tri-College Consortium

GREENSBORO TRI-COLLEGE CONSORTIUM

Director of Summer Session: Dr. William J. Lanier

Dean of Students: Mary E. Bethea

Registrar: John J. Schaller

Business Manager: Fred T. Jones, Jr.

BENNETT COLLEGE: Dr. Isaac H. Miller, President
Mary M. Eady, Director of Admissions

GREENSBORO COLLEGE: Dr. David Mobberley, President
Allen E. Kivett, Admissions Officer

GUILFORD COLLEGE: Dr. Grimsley T. Hobbs, President
John K. Bell, Admissions Officer (Main Campus)
Edwin Boelte, Admissions Officer (Downtown Campus)

GREENSBORO TRI-COLLEGE CONSORTIUM

Bennett College, Greensboro College, and Guilford College have enriched their summer programs by instituting a joint summer session held on the campus of Greensboro College and the adjacent Downtown Campus of Guilford College. The combined summer school, an extension of the mutual cooperation existing between the three private colleges, is sponsored by the Greensboro Tri-College Consortium.

The member colleges, recognizing their common bond as small, church-related liberal arts institutions, formed the consortium in 1968 in an effort to enrich their respective programs without sacrificing their own distinctive characters. During the 1968-69 academic year ,the schools began sharing library resources, guest lecturers, and specialized faculty members. Students registered in any one of the colleges are also allowed to take courses at either of the other colleges for full credit and without additional registration or fees.

The joint summer session is viewed as a logical extension of the present spirit of cooperation existing among the three Greensboro, North Carolina, colleges. In addition to being able to offer twice as many summer courses as has been possible in the past, the combined summer school permits a number of advanced and specialized courses.

As an integral part of the regular academic program of the colleges, the summer session is designed for students who wish to continue their education during the summer, teachers who wish to pursue work in their special field, and individuals who wish to further their formal education. Through attendance at summer sessions, it is possible for students to complete their baccalaureate study in three years.

The summer session courses are taught by members of the regular teaching faculties of all three colleges and cover the full content of the courses given during the fall and spring academic sessions. Credits up to seven hours per session may be earned during the summer.

Students enrolled in the Tri-College Summer School have a variety of courses from which to choose. The courses include: art, biology, economics, education, English, French, Spanish, geography, geology, humanities, history, mathematics, music, philosophy, physical education, political science, psychology, religion, sociology, special education and speech.

Several courses and workshops are offered especially for public school teachers who wish to renew teaching certification, who desire additional training or who wish to gain proficiency in working with the exceptional child. Teachers may elect to take other courses in either the day school or the evening session.

Each of the three consortium members is fully accredited by the Southern Association of Colleges and Secondary Schools.

ADMISSIONS

Students enrolling in the Greensboro Tri-College Consortium Summer School must meet all admission requirements. Students who are attending other colleges must present a statement of good standing from that institution and should have approval for courses to be taken. Students who have not matriculated at any college previously must present evidence of high school graduation and a transcript of secondary school work.

EXPENSES

Tuition charges for courses are $35.00 per credit hour, plus a $10.00 registration fee. Courses may be audited for a charge of $25.00 per course. A $2.00 activity fee is charged to all students living on the campus. Room and board are provided for $24.00 per week.

Private music instruction, consisting of two forty-size minute sessions per week, will be available at a charge of $75.00 per session.

ALL FEES ARE PAYABLE AT REGISTRATION.

There will be no refunds for withdrawal after the second day of classes.

LIVING ACCOMMODATIONS

New dormitories for men and women on the Greensboro College campus will be used to house students. Students taking night courses at the Downtown Campus of Guilford College may live in the dormitories if they wish to do so. Each student will provide his own linen.

Meals are served from 7:15-8:00 (breakfast); 12:15-1:30 (lunch);5:15-6:00 (supper).

REGISTRATION AND REGULATIONS

Day Program—Two five-week sessions.

Registration 1st Session: Recreation Hall, Main Building, Greensboro College, Monday, June 12, 8:30 A.M. to 12:00 Noon and 1:00 P.M. to 2:30 P.M.

Registration 2nd Session: Recreation Hall, Main Building, Greensboro College, Monday, July 17, 8:30 A.M. to 12:00 Noon and 1:00 P.M. to 2:30 P.M.

Night Program—Registration: Those students currently enrolled at the Downtown Campus of Guilford College will register for all classes, day or night, at the Downtown Campus on Monday, June 12, from 6:30 to 9:30 P.M.

Regulations

Bennett, Greensboro, and Guilford College students will observe the academic regulations and procedures of their respective colleges. The social regulations of Greensboro College will be observed by all students.

THE COLLEGES RESERVE THE RIGHT TO CANCEL CLASSES WHICH HAVE AN ENROLLMENT OF LESS THAN 10 STUDENTS.

General Meeting of all students on Monday, June 12, at 4:30 P.M. in Odell Auditorium.

COURSE LOAD AND TRANSCRIPTS

The normal maximum course load is 7 credit hours per session.

At the student's request a transcript of his summer school work will be sent to the registrar of the college where he will enroll in the fall.

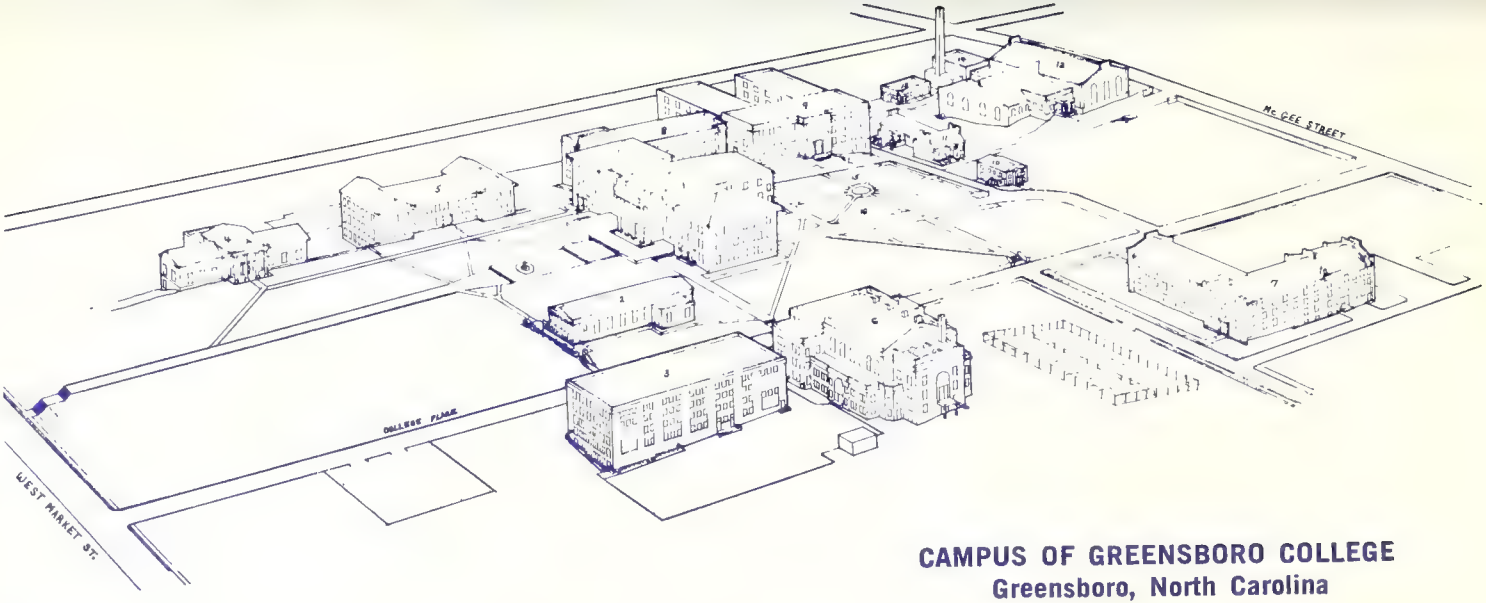
FIRST SESSION — JUNE 12 - JULY 15

Course No.	Description	Instructor	Period	Credit
Art 116	Introduction	Tahal	3	3
Art 222 (221)	Painting	Tahal	2	3
Biology 101 (115) 101*	General	Callahan	1 (Lab 1:30-4:30)	4
Biology 233 (441) 104*	Human Anatomy and Physiology	Hankins	3 (Lab 1:30-4:30)	4
Chemistry 301 (223) 121*	Organic	Kadunce	2 (Lab 1:30-4:30)	4
Economics 104 (Geog 111) 101*	Fundamentals of Geography	Clarke	1	3
Economics 111 (221) 121*	Principles	Evans	3	3
Education (388) 123*	Materials and Methods in Secondary School	Licht	5	3
Education 411 (400) 125*	Secondary Practice Teaching	Appenzeller	TBS	6
English 101 (101) 101*	Composition and Literature	Carstarphen	4	3
English (233) 107*	English Literature	Long	3	3
English 261 (223) 123*	American Literature	Marlette	2	3
French 111 101*	Beginning	Payne	1	3
French 221 (201) 103*	Intermediate	Koenig	2	3
Geography (113)	World Geography	Clarke	2	3
Humanities 103*	Afro-American Arts and Cultural Heritage	Eko	1	3
History 101 101*	World	Lockard	2	3
History 241 (103) 121*	United States to 1877	Moore	4	3
History (351)	Non-Western	Burrows	2	3
Math 101 103*	Fundamentals	Davis	2	3
Math 111 (103)	Basic Principles (for Elementary Teachers)	Davis	3	3
Math 153 (115)	Elementary Functions	Boyd	1	3
Math (221)	Foundations of Mathematics	Boyd	2	3
Music Education 331 148*	Materials and Methods for Elementary Teachers	McDonald	5	3
Music Theory 101 (131)	Theory	Beyer	TBS	
Applied Music	Piano	Pinnix	TBS	
	Organ	Andrews	TBS	

Philosophy 218 (190)	Logic	Redding	3	3
Physical Edu. 129* (345)	Elementary School Physical Education	Chaney	3	3
Physical Edu. 216	Swimming	Ariail	5	1
Physical Edu. 341 (225) 112*	Principles of Physical Education	Ariail	4	3
Political Science 201 (101) 101*	American Government	Burris	3	3
Psychology 151 (200) 111*	Introduction	Hites	1	3
Psychology 152 (331) 106*	Educational	Denmark	3	3
Psychology 211 (336) 124*	Exceptional Child	Brogan	4	3
Psychology 365 (232) 129*	Personality	Kauffman	2	3
Religion 101 (105) 103*	Old Testament	Hull	1	3
Religion (201)	Judaeo-Christian Tradition	Hull	3	3
Sociology 202 (220) 119*	Social Problems	Bundy	1	3
Sociology 304 (224) 127*	Marriage and the Family	Bundy	2	3
Spanish 111 (100) 101*	Beginning	Boudy	1	3
Spanish 221 (201) 103*	Intermediate	Hunt	2	3
Special Education 214 108*	Introduction to Mental Retardation	Brogan	3	3
Special Education 217	Language Arts and Social Studies for the Mentally Retarded	Hall	4	3
Special Education 355	Principles and Diagnosis of Learning Disabilities and Disorders of Children (workshop, June 12-28)	Lane	1, 2	3
Special Education 356	Prescriptive Teaching (prerequisite, Special Education 355— workshop, June 29-July 15)	Lane	1, 2	3
Education 450	Teaching South Asian Studies in the Secondary Schools (workshop, June 12-28)	Beidler	1, 2	3
Art 231	Arts and Crafts for Exceptional Children	Staff	3	3

TBS—To Be Scheduled.

Course numbers without parentheses are Greensboro College courses.
Course numbers with parentheses are Guilford College courses.
Course numbers with asterisks are Bennett College courses.



CAMPUS OF GREENSBORO COLLEGE
Greensboro, North Carolina

1—Main Building:
Administrative Offices—first floor
Women's Dormitory—second and third floors
2—Hannah Brown Finch Memorial Chapel
3—Cowan Humanities Building (classroom)
4—James Addison Jones Library
5—Arts and Science Building (classrooms and laboratories)
6—Odell Memorial Auditorium and Department of Music
7—Men's Residence Hall
8—Greensboro Building:
Dining Hall—lower level
Women's Dormitory—first, second and third floors
9—New Women's Residence Hall
10—Infirmary
11—Student Center:
Post Office, bookstore and soda shop
12—Gymnasium and Pool
13—Maintenance Building
14—Heating Plant

Two-hour parking on west side of College Place — Unlimited parking in outlined areas on map

SECOND SESSION — JULY 17 - AUGUST 19

Course No.	Description	Instructor	Period	Credit
Art 213 (Ed. 328)	Arts and Crafts for Elementary Teachers	Bott	1	3
Art 218	Art in America	Bott	3	3
Art 219	Ceramics	Kowski	2	3
Biology 102 (114) 102*	General	L. Smith	1 (Lab 1:30-4:30)	4
Biology 224	Ornithology	Callahan	3	3
Biology (442)	Human Anatomy and Physiology	Hankins	3 (Lab 1:30-4:30)	4
Business Administration 429	Income Tax	Frazier	2	3
Chemistry 302 (224) 122*	Organic	Kadunce	2 (Lab 1:30-4:30)	4
Education (372)	The Secondary School	Locke	4	3
English 102 (102) 102*	Composition and Literature	Coleman	3	3
English (234) 108*	English Literature	Coleman	4	3
English 272	World Literature	Wilson	3	3
English 344 (381)	Children's Literature	Bell	2	3
English 262 (224) 124*	American Literature	Wilson	2	3
French 112 (100) 102*	Beginning	Payne	1	3
French 222 (202) 104*	Intermediate	Koenig	2	3
Geology 450	Environmental	Ali	1	3
History 102 102*	World	C. Smith	2	3
History 242 (104) 122*	United States Since 1877	J. Moore	4	3
Humanities 104*	Afro-American Arts and Cultural Heritage	Eko	1	3
Math 102 103*	Fundamentals	Garner	2	3
Math 236 (341) 123*	Probability & Statistics	Garner	3	3
Music 111 (111) 125*	Music Appreciation	Beyer	1	3
Music Education 332	Materials and Methods for Elementary Grades	McDonald	2	3
Philosophy 213 (200) 101*	Introduction	Sabre	3	3
Political Science 101 (202) 103*	State and Local Government	C. Smith	3	3
Physical Education 217	Individual and Dual Sports	Reece	4	3
Physical Education 328 140*	Introduction to Recreation Leadership	Chaney	2	3
Physical Education 342	Principles of Health	Reece	1	3
Physical Education 145*	Physical Education for Exceptional Children	Chaney	3	3
Psychology 151 (200) 111*	Introduction	S. Sandler	2	3
Psychology 233	Child and Adolescent	Jordan	3	3
Religion 102 (106) 104*	New Testament	Weaver	1	3
Religion (202)	Non-Western	J. F. Moore	3	3
Sociology 201 (200) 101*	Introduction	Harper	2	3
Sociology 310 (318) 134*	Population Problems	Speas	4	3
Spanish 112 102*	Beginning	Boudy	1	3
Spanish 222 (202) 104*	Intermediate	Hunt	2	3
Speech 101	Fundamentals	Hart	4	3
Speech 102 (100)	Public Speaking	Hart	1	3
Special Education 218	Mathematics and Science for the Mentally Retarded (workshop, July 17-August 2)	Hall	TBS	3

SUMMER SESSION 1972 — DOWNTOWN CAMPUS OF GUILFORD COLLEGE

June 12 - August 19

Classes meet Monday and Thursday nights

Day (Law Enforcement Program)

Management 335 a	Organization and Management	Courtney	Mon. Thurs.	9:45 - 11:35
Sociology 220	Social Problems	Lauten	Mon. Thurs.	11:45 - 1:30

NIGHT

First Period 6:00 - 7:50			Second Period 8:10 - 10:00	
Biology 212	Ecosystems	Bryden	20th Century	Calhoun
Economics 221	Principles	Caudill	Secondary School	Reddeck
Education 221	Education in America	Reddeck	Basic Composition	J. Behar
English 102	Introduction to Literature II	R. Behar	Introduction to Literature I	R. Behar
History 351	Non-Western Civilization	Burrows	Environmental	Ali
Math 105	Finite	Parker	Modern Europe	Lockard
Management 215	Business Law	Patterson	Elementary Functions	Morrell
Management 335 b	Organization and Management	Courtney	Digital Computers	Walker
Management 328	Intermediate Accounting II	Grubbs	Principles of Accounting I	Grubbs
Philosophy 190	Logic	C. Feagins	Labor Relations	Caudill
Political Science 101	American Political Systems	Fike	Introduction	Sabre
Psychology 200	Introduction	Denmark	Political Systems of Western Europe	Fike
Religion 202	Non-Western Religion	Pipkin	Social Psychology	B. Sandler
Sociology 200	Introduction	Speas	Judaeo-Christian Tradition	Pipkin
			Social Problems	Lauten

Business Education 113	Shorthand I	Hall	Business Education III	Typing I	Hall
Business 230	Personal Finance	T. Moore	Business 120	Introduction to Business	T. Moore
H. S. Algebra	1 Unit	Staff	H. S. Algebra II	1 Unit	Staff
H. S. Plane Geometry	1 Unit	Snider	Math II	Fundamentals of Modern Math N/C	Snider
Speed Reading and Comprehension (A) N/C		Trent	Speed Reading and Comprehension (B) N/C		Trent

SUMMER SCHOOL CALENDAR

First Session — June 12 to July 15, 1972

June	12	Monday	Registration
June	13	Tuesday	All classes begin
June	14	Wednesday	Last day to add or change courses
June	17	Saturday	Only Saturday on which classes will be held
July	14	Friday	Final examinations
July	15	Saturday	Final examinations

Second Session — July 17 to August 19, 1972

July	17	Monday	Registration
July	18	Tuesday	All classes begin
July	19	Wednesday	Last day to add or change courses
Aug.	18	Friday	Final examinations
Aug.	19	Saturday	Final examinations

CLASS HOURS

First Period	8:00- 9:30 a.m.
Second Period	9:45-11:15 a.m.
Third Period	11:30- 1:00 p.m.
Fourth Period	1:30- 3:00 p.m.
Fifth Period	3:15- 4:45 p.m.

EVENING CLASS HOURS

First Period	6:00- 7:50 p.m.
Second Period	8:10-10:00 p.m.

Evening classes will meet on Monday and Thursday evenings for ten weeks at the Downtown Campus of Guilford College, except that the first class will meet Tuesday, June 13.

EXAMINATION SCHEDULE

First Session

July 14	Friday	8:00-11:00 a.m.	First Period classes
July 14	Friday	1:00- 4:00 p.m.	Second period classes
July 15	Saturday	8:00-11:00 a.m.	Third period classes
July 15	Saturday	1:00- 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Second Session

Aug. 18	Friday	8:00-11:00 a.m.	First period classes
Aug. 18	Friday	1:00- 4:00 p.m.	Second period classes
Aug. 19	Saturday	8:00-11:00 a.m.	Third period classes
Aug. 19	Saturday	1:00- 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Evening Classes

Aug. 17	Thursday	7:00-10:00 p.m.	First period classes
Aug. 18	Friday	7:00-10:00 p.m.	Second period classes

APPLICATION PROCEDURE

Day Classes

For further information concerning the tri-college summer program or to apply for admission on the enclosed application form, correspondence should be directed to:

Allen E. Kivett
Director of Admissions
Greensboro College
Greensboro, N. C. 27402
Telephone: 272-7102

Students already enrolled at Bennett, Greensboro, or Guilford Colleges should apply at their respective admissions offices for admittance to the summer session.

Evening Classes

New summer school applicants planning to take all or part of their course work at the Guilford College Downtown Campus in the evening should direct their applications and requests for information to:

Edwin R. Boelte
Admissions Officer
Guilford College Downtown Campus
501 West Washington Street
Greensboro, N. C. 27402
Telephone: 275-5395

GREENSBORO TRI-COLLEGE CONSORTIUM
APPLICATION FOR ADMISSION
1972 Summer Session

Mr.
Mrs.
Miss _____

_____ is a graduate of
Permanent Address Zip Code

_____ High School or is a

student in good standing at _____ College, University

and has permission to take: _____

First Term (7 hours permitted) Second Term (7 hours permitted)

Course No. and title Course No. and title

in the 1972 Greensboro Tri-College Consortium summer session at Greensboro College.

Date_____ Signed_____
Principal, Dean, or Registrar

Have you attended previously
- ☐ Bennett College
- ☐ Greensboro College
- ☐ Guilford College

Public school teachers must furnish proof of graduation or good academic standing from the last college attended.

State taught in last year_____ County_____

School and address _____

Are you seeking undergraduate credit? _____Yes _____No

Do you plan to attend: 1st Session— 2nd Session— Both Sessions—?

Do you plan to live on campus? _____Yes _____No

Applicant's Signature Date





Guilford College

BULLETIN

1973-1974 Guilford College Catalog · Greensboro, North Carolina







GUILFORD COLLEGE BULLETIN

June 1973

The Guilford College Bulletin, of which this publication is Volume LXVI, No. 1, is published monthly except in February, April, and May by Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27420.

The **Guilford College Bulletin/Catalog** contains information about the educational climate, the academic program, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff.

Prospective students are asked to read this catalog carefully before applying for admission to Guilford College. Information about admissions standards and procedures, tuition and fees, scholarships, grants-in-aid, and work opportunities is included in this catalog.

Students who enroll at Guilford College should retain a copy of this catalog and use it as a guide for registration and planning their degree programs. Academic regulations and degree requirements as stated in this issue remain in effect until superseded by a new edition.

An explanation of student government and regulations concerning student life is found in the student handbook, the **Pathfinder.**

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Guilford College



PROLOG

A college is an act of faith in the human being, the corporate expression of a conviction that men can, by taking thought, add to their moral and intellectual stature. This faith and this conviction have been the integrating force in the evolution of Guilford College and the Guilford community.

The college began as New Garden Boarding School, founded in 1837 by the Religious Society of Friends, known as Quakers. Its purpose from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

> By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It has also been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about one-tenth of Guilford's student body, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and to human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

DIALOG

This dialog, a conversation among students, faculty members, and administrative officers, is characteristic of what Guilford people say to each other when they talk about the college. It embodies a thinking together about what is important at Guilford and how the fundamental objectives of the institution can best be achieved. It also embodies a recognition that we have not fully achieved those goals prescribed for the college in 1848; progress toward these goals requires continuous interpretation and thought. Above all, this dialog and others that occur on campus represent the thinking of a concerned and caring community. A concerned and caring academic community is perhaps the most accurate description of what Guilford College is today.

Is it more difficult to establish criteria for a good Quaker college than for a good liberal arts college?

I think Guilford's qualities are best measured by its qualities as a liberal arts college. I don't think a good Quaker college is one that sets

about to indoctrinate people in the ideas of Quakerism.

But I feel strongly that Guilford should be concerned with personal integrity and moral values, and with raising questions about what is virtue, what is morality.

Continuously, right. But not necessarily formally all the time. I believe the most important questions are raised in the quality of the lives of the people here.

I believe Guilford makes its largest impact in the quality of lives of the faculty who exhibit a Quaker approach to problems, to students, to the college. But do we in fact have a core, a coherence in the college faculty that exhibits this? I think this is one of the things we're struggling to achieve in the faculty meetings, for instance.

I think there is a distinguishable style or approach at Guilford that's hard to put into words, and yet when you're living with people who manifest it, you know that it's different.

I think it has to do with a consistent kindness in conflict situations. It has to do with a total commitment to peace and nonviolence in all change. It has to do with an acceptance of differences. I shouldn't pontificate about the Quaker faith, because I'm not one, but I think it is a mature faith—I think you have to grow into it.

There's another important factor in education at Guilford that has to do with working with consensus. There is the underlying belief that no one has the whole truth and that everybody might have part of the truth, but in any case all of us together can come up with something that's better than what any individual or small group can—which involves meeting each person with a kind of personal respect.

I think Guilford does fine in all these areas, being open and accepting and concerned. But where does the idea of excellence fit into all this? I came up in a very competitive atmosphere, where it rejoiced my soul to be on top, to know more than anybody else, including my teachers if possible. This strikes me as quite contrary to the Quaker atmosphere, yet at the same time almost necessary for the pursuit of excellence.

I don't think it's necessarily contrary. To have a community where people are interested in talking to each other while they pursue their own areas of learning can be a way to maximize excellence, to enhance excellence.

I would say that the difference between a Quaker community or a Quaker meeting and a Quaker college lies right here: that a college should have these qualities that we value in the meeting or the community, but in addition it's a place where the life of the mind is central. The two have to live in a kind of tension. This is why I think the objectives of the college are dual: character development and scholarship.

I really don't agree with this kind of dichotomy. This is the beauty of the 1848 trustees'

statement. Genuine learning involves a change in one's own personality—that to really understand what's happening in history or religion, or whatever, involves a kind of personal transformation. To put it another way, one of the basic things education is after is to teach people how to assimilate new experiences, new ideas—which involves a modification of one's whole self. Once you've learned how to work a mathematical problem, you're never quite the same again. And that's a smaller change than when you understand what was going on in the American Revolution, or perhaps some aspect of the problem of human freedom. There are different degrees in which the self is changed, but it seems to me all knowing involves a fundamental change.

That brings us right back to the quotation in the catalog: "to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue." Are we really setting out to mold their characters?

Sounds manipulative, doesn't it? But I don't think you can invigorate the intellect without molding the affections, or the other way around. I believe what we need to say is that education is fundamentally moral—not in the sense of learning and abiding by specific principles, but in this kind of transformation of the self, by cracking open one's universe, expanding one's vision, both of contemporary problems and of our cultural heritage. And of one's own role in this whole thing.

Yes. It seems to me that that's precisely where we need to be engaging students and engaging ourselves and our colleagues in the pursuit of truth. Because where it really is grabbing you is where you need to learn, where you're really going to be opened up, where you learn how to work with genuine problems.

Getting down to genuine problems, while we're trying responsibly to keep all this in mind, there's a real split between the day-to-day existence of the college and that ideal. Sometimes it's frustrating, but it's also very exciting, in that there are things going on that you are able to involve yourself in because things aren't right; we're not fully up to that standard.

I feel that way too. When I was deciding where to go to school I read this quote in the catalog, knowing in my own mind that there might be a difference between what's going on here now and what was going on in 1848. And after going here for a year I've had this confirmed, that there are differences. But what we're doing now in a round-about way is very like the objectives of what this traditional Quaker liberal arts college is all about.

These traditions indicate a general direction you can go. The direction itself is heading off north, but there are also things going up and down. At the same time that tradition is pulling us back into other people's lives

and sometimes their mistakes. I think the college is in the process right now of trying to figure out what sort of place it wants to be and what these words do mean.

That's what I see as the difference between an old conservative school and the progressiveness and vitality that really make it worth going here, that make it an alive sort of place, a place that doesn't just establish great computer banks for information storage, and beautiful buildings—everything functional—and then just drives you mad.

Well, I think that any institution that is satisfied with itself, absolutely sure everything it's doing is correct, doesn't have any ferment in it, is a dead kind of place. And I would say Guilford is just the opposite of this.

Throw in an extra point for anybody that might ever be listening to this tape in the future: that quality of internal conflict, movement, flux, everything going on—is healthy!

But there is still a lot of difference between what we'd like to have and what is, and for some the idealistic glow may get rubbed off.

There isn't a human institution of any kind in which this is not the case. The catalog statement, I think, ought to be a frank statement both about what the college is and what it is striving to do, because you cannot truthfully define it otherwise.

It's a vision, not just a definition.

EPILOG: A Statement by President Grimsley T. Hobbs

A written statement only dimly reveals the real character of a college. An educational institution cannot simply be described in terms of an academic program with assorted policies and procedures. To know a college fully, one must personally experience the interaction of students and teachers in and outside of the classroom, the exchange of ideas and friendships, and the sharpening of minds and issues which take place in those colleges where something truly significant is happening. Vital colleges are consciously human communities of learning in which personal as well as intellectual growth takes place, among both students and faculty members. They are genuine fellowships of learning. This is the element at Guilford College which is difficult to convey in words, but which is nevertheless the most characteristic mark of the college.

Such a mode of education places great demands upon students and faculty members alike. If we are concerned to educate the whole person, we must involve ourselves wholly in the process. If we are to confront the student with the realities of today's world, we must ourselves openly face those realities. And if we seek to engage students in the eternal questions of mankind, we must continually examine our own basic commitments.

To profit from this approach to education,

a student must have not only intellectual ability and a desire to learn, but also a willingness to risk involvement in ideas and activities that matter. At its best, education is a creative encounter in which persons with differing backgrounds and points of view come together to share and enlarge each other's vision. To be effective, each must give substantially of himself while at the same time maintaining a respect for the opinions and the person of others, even though they may differ with him. Where this encounter is honest and open, each person draws strength and maturity.

Guilford strives to maintain this creative and open atmosphere as a matter of principle, feeling that only in this way can we remain true to the basic convictions about education and the desired quality of human relations laid down at the college's early beginnings. We desire to meet the student where he is, to catch his interest and involvement in significant issues, and thus to play a vital role in the enlargement of his powers. In the process Guilford will itself become more vital and receive from students in proportion to what it gives. To this end we at Guilford welcome each new academic generation in the ongoing process of regeneration and renewal.

LEARNING RESOURCES

Guilford students are encouraged to work on their own, both within the structure of courses and in independent study projects. The full resources of the college are open to all students, and students are involved in the operation of libraries, laboratories, and other learning facilities.

The Library

The Guilford College Library boasts one of the largest collections of any private liberal arts, four-year institution in the state. Its collections are balanced to support all areas of the curriculum, and they contain approximately 143,000 books, periodicals, and other forms of media. The library subscribes to 964 periodicals and 18 newspapers.

The library offers three main study areas: the main reading room, the reserve reading room, and the reference room. Seminar and typing rooms, small study rooms, individual study carrels in the stack area, and a student lounge are also available. A fine arts room, designed for the use of committees, discussion groups, and seminars, is also available and is equipped for audio-visual presentations.

Because of its historical, genealogical, and institutional significance, the Quaker Collection at Guilford holds a unique place in libraries of the Southeast. This collection is housed in special quarters consisting of a display room, a research room, an enclosed stack area, and a fireproof vault in which the North Carolina Yearly Meeting of Friends has deposited 400 manuscript books containing North Carolina records of the







Society of Friends dating from 1680 to the present. The Quaker Collection also contains materials bearing on the history of Guilford College and of North Carolina, seventeenth- and eighteenth-century volumes of Quaker history and biography, manuscript journals, pamphlets, pictures, microfilm, and Quaker costumes.

The Laboratories

Guilford's laboratories provide space and equipment for independent student and faculty research, as well as support for programs in the sciences.

The biology department has six well-equipped laboratories and an animal and culture room. The new Edgar V. Benbow microbiology laboratory is completely furnished with a modern line of microbiology equipment, including Warburg respiratory equipment and a refrigerated ultracentrifuge for cellular metabolism studies. The physiology laboratory is exceptionally well supplied with tools for the study of animal and human functions. The department provides individual microscopes for each student, research microscopes for student use, and photographic equipment for recording any type of experimental study. Field equipment for ecology and marine biology courses is also available.

The five laboratories of the chemistry department are furnished with modern equipment for the teaching of all phases of chemistry. A new instrumentation laboratory is available for analytical chemistry and physical chemistry courses, and space is provided for the use of spectrophotometers and gas chromotography even in the first year courses. Through a grant from the Atomic Energy Commission, a radioisotope laboratory has been furnished with the latest scalers, scintillation counters, and isotope chemistry equipment. Optical projection analytical balances are available for the teaching of quantitative analysis.

The physics department has completely new laboratories and workrooms furnished with the latest equipment. Spectrophotometers, lasers, and bomb calorimeters are available for the laboratory physics courses. Laboratories suited to the various types of research in physics are supported by darkrooms and machine shops.

New geology laboratories provide space for a complete geology program. They are equipped with a rock saw for the preparation of specimens, polarizing microscopes, and various field study devices. The college owns an extensive rock and mineral collection to which additions are being made through purchases and field trips.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human depth perception, illusion phenomena, and discrimination; tests for individual and group assessment; mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual

research rooms, including a soundproof room, an electrically shielded room, and one-way vision observation rooms.

The Language Laboratory

Price Language Laboratory, located in Duke Memorial Hall, incorporates the latest developments in electronic equipment. It contains 50 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources, including a shortwave radio for receiving foreign broadcasts. Carpeted and air-conditioned, the laboratory affords conditions of extraordinary quiet and comfort for the student. It is open continuously each day for regularly scheduled groups and for students who wish to work independently.

The Computer Center

The computer center, located in King Hall, houses a console connecting the Guilford center to the IBM 360-75 of the North Carolina Research Triangle. Courses are offered in computer science, and the center also provides opportunity for student and faculty research and statistical analysis in mathematics and the natural and social sciences. The Department of Management utilizes the center for simulation models, game theory, and advanced management training.

THE COLLEGE SETTING

The Campus

Guilford College is located in the Piedmont of North Carolina, midway between the seacoast and the Great Smoky Mountains. The college now lies within the city limits of Greensboro; however, the center of the city is five miles east. The Greensboro/High Point/Winston-Salem Regional Airport (served by Eastern, Delta, Piedmont, and United airlines) is three miles west, and College Road leads directly to Interstate 40 (I-40), two miles south.

A U.S. post office is just across from the college gates; Quaker Village shopping center is a short distance east; there are banks, dentists' and doctors' offices, and a number of business establishments in the Guilford College community. The New Garden Meeting House of the Society of Friends is located beside the campus. Friendship Meeting holds unprogrammed services on campus. Protestant, Catholic, and Jewish faiths are also represented in the community.

The Guilford campus covers about 300 acres of mostly wooded land with some meadows used for sports and a small lake open for swimming in the spring and summer. Most of the approximately 1,000 students reside on campus in dormitories which provide a variety of living situations. There are also apartments for married students. The gymnasium, tennis courts, and playing

fields encourage participation in sports. A large auditorium and several smaller lecture halls are available for concerts and other entertainment. Founders Hall houses the bookstore, college post office, and lounge areas. Centrally located in Founders Hall is a snack bar and a large dining hall.

Historically, this neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "First Planters of Truth in the Province;" Dolley Madison's birth is recorded in the records of New Garden Meeting; in the graveyard behind the present meeting house, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

The Urban Center

The Urban Center, Greensboro Division of Guilford College, enrolls about 750 students, most of whom commute. Many of the students are employed in the Piedmont area and study part-time at Guilford to complete degrees or to increase their professional competence. Enrollment in the various degree programs is equivalent to approximately 450 full-time students.

Day and evening classes are offered through the Urban Center during the fall and spring semesters, as well as during the summer term. In general, the curriculum is designed to meet the needs of the Piedmont area. Detailed descriptions of the programs and specialty offerings are available on request.

All courses carrying academic credit are identical to those offered through the daytime programs of the Main Campus and are customarily taught by the same faculty. Students at the Urban Center may enroll for daytime courses and attend the wide variety of programs and performances given on campus. The Urban Center has its own student government organization and provides separate and varied student activities. The student newspaper, **The Urban Word**, is a bi-monthly publication of the Urban Center program.

Through the Urban Center, the Department of Management offers work leading to both a Bachelor of Science degree and a two-year Associate of Arts degree. Other special degree programs offered include a B.S. in applied mathematics in computer science, and B.S. and A.A. degrees in behavioral sciences for law enforcement personnel. Funding by the Department of Justice makes

it possible for Guilford to award grants to cover tuition for law enforcement personnel and to arrange loans for those who intend to enter law enforcement after completing college.

ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Southern Association of Colleges and Secondary Schools and by the National Commission on Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teachers.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the North Carolina Foundation of Church-Related Colleges, and the Piedmont University Center. Guilford College's religious affiliation is with the Society of Friends.

Academic Programs



Liberal education is not a mold into which young minds must be pressed. It is rather a tool in the development of a mature and aware individual, capable of analyzing the personal and public issues which confront us all and of choosing with perception and integrity the course of his own life.

Responsible choice has been the guiding principle in the evolution of Guilford's curriculum. Students are encouraged to create an individual course of study, selecting from a wide variety of alternatives those subjects which have most to contribute to their personal development. Faculty advisers assist the student in exploring his interests and abilities and relating his course of study to his future plans.

Students with varied talents and aims can progress at differing rates and may profit from different methods of study. Most of our courses offer some combination of lectures and discussion or laboratory, with research papers and examinations. The seminar approach, demanding more direct participation by the student, is available from the freshman to the senior level, and various arrangements for independent study are provided within the departments.

Off-campus learning experiences are recognized as valuable, and students are assisted in designing internships in the community. Off-campus seminars to metropolitan centers and study abroad are important contributions to the student's education. For particularly mature students, an alternate Curriculum II allows advanced independent work extending over the entire course of study in the junior and senior years.

THE LEARNING COMMUNITY

Guilford's program of study emphasizes personal choice within the context of a scholarly community with exacting standard of excellence. The student is urged to becon a full participant in this community, explori and developing his critical and creative insights in daily encounters, inside and outsi of class, with faculty and students who shar the search for knowledge and meaning.

Guilford College has a faculty of approximately eighty-five full-time teachers, with a number of specially qualified lecturers and assistants. Student enrollment is carefully limited, so that a low student-faculty ratio offers the student exceptional access to faculty direction in his studies; academic counseling, and enriching personal associations with his professors. The faculty is sincerely committed to undergraduate teaching and sees learning as a common venture into the vital questions of human life.

DEGREES

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees in a variety of major fields. Through the Urban

Center the college offers the Associate of Arts degree in management, accounting, and law enforcement. Full details of academic regulations and course offerings are found in Chapters V and VI.

COURSES

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits; the exceptions are physical education activity courses, off-campus seminars, some independent study projects, seminars in some departments, and some courses in music. Juniors and seniors in Curriculum II usually do not take courses, but are granted their degrees on the strength of examinations and a senior thesis in their major field. Some courses meet for four hours each week, others meet for three hours, and some meet for only two hours. There is no necessary correlation between the number of credits earned in a course and the number of hours the course meets each week.

The number of hours a course meets each week is not indicated in the course offerings of the departments listed in Chapter VI. The Registrar's Office prepares a class schedule for registration which provides all necessary details about when and where courses are scheduled. Normally, 100 level courses are introductory courses; 200 level courses are sophomore courses; and 300 and 400 level courses are taken by juniors and seniors. The regulation regarding course levels, however, is flexible and students may take most courses whenever they please if they have taken the required prerequisites. Freshmen must have their adviser's approval to take 300 or 400 level courses.

COURSE REQUIREMENTS

The academic program at Guilford College provides the student with a sense of his cultural heritage, opens to him the broad range of ideas and modes of experience represented in the various disciplines, and equips him to think cogently and creatively. The required sequences are limited to two: Being Human in the Twentieth Century and freshman English. In addition a series of area requirements allows the student to select a variety of courses most suited to his individual concerns. Thirty-two 4-credit courses are required for the degree, plus 4 units in physical education.

Being Human in the Twentieth Century

Who am I? What does it mean to be human in the twentieth century? The Being course focuses around these two questions, attempting to involve each student and faculty participant in a quest to discover his own tentative answers. The quest is encouraged through several media: readings,

written assignments, creative projects, lectures, films, and small group discussions. These discussions occur in seminars which meet twice weekly, providing the major vehicle for exploring course materials. The approach is interdisciplinary, integrating the perspectives of psychologists, sociologists, scientists, poets, and others, as well as the diverse interests represented by seminar participants. The approach is also question-oriented.

The questions involved probe essential issues of individual identity and human nature. The first semester concentrates on imagination, self-identity, sexual identity, and freedom. The second semester focuses on the questions of identity and humanity in a broader context. Studies of quantum physics, relativity, evolution, and ecology have significantly changed our views of self and the world. Thus, living in a world of vast and confusing complexity, how do we avoid being dwarfed and de-humanized? Although the course ends, the quest continues: in our future lives, what must we do to be fully ourselves and fully human?

English

The purpose of the required English courses is to develop the student's sensitivity to and critical understanding of literary art through varied reading and discussion. Questions of meaning and form are approached through intensive study of literary genres, and techniques of critical writing are emphasized. The student is introduced to library resources and research techniques which will be of value to him in all areas of study. Two courses are required.

Fine Arts

The study of painting, sculpture, and music should bring the student to an understanding of the fine arts as part of the general history of mankind as well as important techniques for expressing human experience. Such study should enable the student to explore past and present creativity and so illuminate for him the variety of human consciousness and the community among men of widely separate times and places. Courses are available in art, music, and comparative arts. One course is required.

History

History as a discipline combines the analytical approach of science with the creative interpretation of the humanities. The history offerings expose the student to an interpretive study of a segment of the past so that he may gain perspective on the present and a sense of possible directions for the future and may perceive himself as a participant in the whole historical experience of mankind. He is encouraged to select courses related to his particular interests. One course is required.

Languages

The focus of the language program is on the insights gained from studying the culture of a foreign people as expressed in its own literature and history. Two courses in language are required, allowing the student to pursue the language studied in high school or to begin a new language, choosing among: French, German, Greek, Italian, Latin, Russian, and Spanish.

Philosophy

Philosophy courses encourage the student to engage in reasoned inquiry into the ultimate problems of man's nature and condition, and through personal reflection to work out his own tentative solutions. He may choose from a broad range of courses dealing with the historical development of philosophy; with specific philosophical questions, or with the philosophical foundations of various areas of knowledge. One course is required.

Religion

The religion offerings are designed to acquaint the student with the major religious traditions and to assist the student in coping fruitfully with fundamental human problems, both personal and social, from within his own religious perspective. The courses focus on significant religious issues, both historical and contemporary, and on the intersection between religion and other dimensions of culture. The student is welcome to take any course consistent with his general educational goals. One course is required.

Science

Science courses familiarize the student with a specialized mode of understanding man and his environment and with highly developed methods of research and experimentation. He may select from laboratory courses in which he learns the techniques of astronomy, biology, chemistry, geology, or physics, and from courses which emphasize theoretical aspects of such subjects as genetics and ecology. One course is required.

Social Sciences

The social science courses are intended to provide an understanding of contemporary man, culture, and society, especially organization and change in social institutions; insight into the nature and causes of various social, political, economic, and psychological problems that face contemporary man, along with some tentative answers to these maladies; and a realization of the capabilities and limitations of the social sciences themselves. The student may satisfy the requirement in the areas of economics, political science, psychology, or sociology. One course is required.

Intercultural Studies

The student who wants to expand his

horizons beyond the American-European tradition, particularly to the cultures of Asia, Africa, and Latin America, may find many opportunities in the intercultural studies program. Through a variety of courses in the humanities and social sciences, he will examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, social structures, and ways of life found in cultures other than his own. By such study, he receives added insight into his own culture and into the nature of intercultural conflict and change.

Each student is required to take two courses in the intercultural studies program, but he may take additional courses as related field courses or electives. In selecting the two required courses, the student should keep two things in mind: intercultural courses may be taken in the major, but may not count for both the major and the college requirement; the student, while not required to do so, shall be encouraged to take courses in different fields.

Courses are offered in drama, economics, geography, history, philosophy, political science, religion, and sociology. Independent study is encouraged. Students interested in such projects should consult the director of the intercultural studies program.

THE MAJOR

The choice of a major is one of the most important decisions facing the student, since both the nature of his college experience and the direction of his life are involved. Students are encouraged to explore a variety of fields and examine thoughtfully their own talents and purposes before coming to a decision. Most majors require eight courses.

Departmental Majors

Guilford College offers the baccalaureate degree in twenty-two academic disciplines and an interdisciplinary major in humanistic studies.

Consult Chapter VI for descriptions of two-year programs in law enforcement and management which lead to the Associate of Arts degree.

Majors are offered in the following areas:

Art*	Mathematics
Biology	Music+
Chemistry	Philosophy
Drama and Speech*	Physical Education
Economics	Physics
Elementary Education	Political Science
English	Psychology
French*	Religion
Geology	Sociology
History	Spanish
Humanistic Studies	Special Education*
Management	

* Combined major with Greensboro College
\+ Entire major must be taken at Greensboro College

The Related Field

In addition to the eight courses required for a major, four courses are taken in related fields. This enables the student to expand his field of concentration and relate it to individual plans and interests. Related courses may be chosen from the major fields listed above, or from the following programs: classics, fine arts, geography, Italian, German, Greek, Latin, and Russian.

Electives

Six courses may be taken as electives. Elective courses may be taken in any department.

CURRICULUM SYNOPSIS

Most students complete their degrees by meeting the requirements of the regular curriculum. Degree requirements in the regular curriculum are as follows:

Courses required of all students

Being Human in the Twentieth Century I
Being Human in the Twentieth Century. II
English 101
English 102

Areas of study required of all students

Philosophy	1 course
Religion	1 course
Science	1 course
Social Science	1 course
History	1 course
Fine Arts	1 course
Language	2 courses
Intercultural Studies	2 courses
Course requirements in the major concentration	8 courses
Course requirements in related fields	4 courses
Electives	6 courses
Total	32 courses
Total	128 credits

Requirements in physical education

All students are required to take four 1-credit courses in physical education. Normally, these are taken in the freshman and sophomore years.

Courses that satisfy area requirements

Philosophy - - - (1 course) Philosophy 200, 211, 221, 301, 302, 336, 341, 361, 362, 391, 395, 396.

Religion - - - (1 course) Any religion course.

Science - - - (1 course) Astronomy 207; Biology 114, 115, 211, 212, 213; Chemistry 111; Geology 221, 222, 231; Physics 101, 111, 121.

Social Science --- (1 course) Economics 221, 223; Geography 224; Political Science 101, 102, 201, 203, 223; Psychology 200, 224, 232; Sociology 200, 220, 224.

History --- (1 course) History 101, 102, 103, 104. 200 and 300 level courses may be taken with permission of the instructor.

Fine Arts --- (1 course) Art 225, 226, 227, 228; Comparative Arts 301; Music 111.

Language --- (2 courses) French 100, 201, 202; Spanish 100, 201, 202; German 100, 201, 202; Italian 100, 201; Russian 100, 201; Latin 100, 201; Greek 100, 201.

Intercultural Studies --- (2 courses, preferably from 2 separate departments) Drama 300; Economics 335; Geography 113, 114; History 351, 352; Philosophy 395, 396; Political Science 321, 322; Religion 202; Sociology 353, 392.

INDEPENDENT WORK

All departments of the college offer independent study opportunities. The nature of the undertaking varies with the major field, but the essential element is the student's initiative in shaping the terms of his investigation and evaluating its results. The program must be approved by a faculty adviser who is available for consultation throughout the project.

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper will be determined by the major department according to professional standards. The thesis should represent both serious research and independent thought.

Most departments offer to students of exceptional ability in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

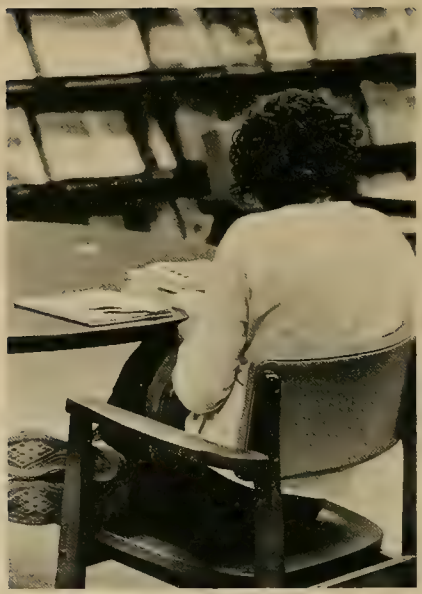
CURRICULUM II

Students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction as well as a high level of academic achievement may be admitted to Curriculum II. This program enables students in their junior and senior years to pursue their major and related studies independently under the general supervision of their major professors.

All courses and area requirements except the two courses in intercultural studies should be completed before entering Curriculum II. These two courses may be taken during the


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junior year after the student is studying in the program. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written exams in the major. The degree is granted on the strength of the oral and written exams in the major and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairmen in the second semester of their sophomore year. Nominations from department chairmen are acted upon by the faculty committee on curriculum. An evaluation committee composed of the department chairman and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree is the responsibility of the evaluation committee. A student may be removed from Curriculum II on the recommendation of his evaluation committee and the faculty committee on curriculum. Such recommendations must be supported by a written appraisal of the student's work.

THE GUILFORD FELLOWS PROGRAM

The Guilford Fellows program seeks to identify students with potential for creative leadership and to involve them in an academic environment structured to challenge their full personal and intellectual potential. In the freshman year Guilford Fellows participate in special sections of the Being Human in the Twentieth Century course, off-campus seminars, service-learning internships, and a wide variety of cocurricular programs including visiting lecturers, cultural events, and community involvement projects. Further, for those with the interest and ability, extensive independent study options are available.

In the sophomore year Fellows concentrate mainly on the area requirements necessary to receive a liberal arts degree. However, some select Fellows will be called upon to serve as teaching assistants in the Being Human in the Twentieth Century course. Every Fellow will continue to have the opportunity for close faculty association, privileged registration, small seminar classes, and in-depth involvement in the cultural and intellectual life of the campus and community. For students with exceptional academic records the independent study options may be continued.

During the junior and senior years every Guilford Fellow has the privilege, with departmental approval, to enroll in Curriculum II. This option allows highly individualized faculty-student contact in one's major and related fields as well as extensive

opportunity for course origination, independent study, and original research. Further, for those who desire, there is the option for study abroad or for experience at another college or university as a visiting student. Finally, since many Guilford Fellows plan to attend graduate or professional schools, special attention is given to junior and senior Fellows regarding their advanced academic and vocational plans.

OFF-CAMPUS SEMINARS

Each year Guilford sponsors a series of off-campus seminars in which students may come to know firsthand some of the major problems and trends of our complex society. These one-week seminars, held in Washington, New York, and Philadelphia, investigate various aspects of our national government, international affairs, urban problems, the arts in contemporary society, innovation in education, and religion in modern life. In addition, the biology department sponsors a semester-long seminar in marine biology which culminates in a one-week field trip to a marine biology station.

SUMMER STUDY ABROAD

Guilford offers two types of foreign study programs. Seminars Abroad is a ten-week travel-study program in which students visit ten to twelve countries in both Western and Eastern Europe. The program consists of seminars with political leaders, meetings with European students, and visits to art galleries, museums, historical sites, and cultural events. Approximately one-half of the time in each city is programmed, with the remaining time free. All travel is by air. The approximate cost is $1,800 and covers travel, room, meals, sightseeing, and programs.

Guilford also operates six-week summer school programs in London, Paris, Athens, and Latin America, staffed by faculty members from Guilford and the University of North Carolina at Greensboro. These programs offer two courses in the literature, history, and culture of the particular nation. Emphasis is placed on direct experience with the art, drama, and social and political currents of the country. Flight arrangements allow for three additional weeks of free travel. The cost of tuition, travel, room, and meals is approximately $1,000 for the six-week period. These programs are open to students from other colleges and brochures may be obtained from the Coordinator of Off-Campus Programs.

CONSORTIA

In order to expand the number and variety of educational opportunities for students, Guilford College formed the Greensboro Tri-College Consortium in 1968 by joining with two other nearby private, church-related, liberal arts institutions, Bennett College and Greensboro College. Students

registered in any of the three colleges may, with the academic dean's approval, take courses at the other two colleges for full credit and without additional registration. A shuttle bus transports students between the three campuses in Greensboro.

The three colleges, operating on a common calendar, share majors in chemistry, physics, art, music, drama and speech, geology and earth science, political science, French, Spanish, and the training of teachers for the mentally retarded and the emotionally disturbed. They also share library resources, a clinical psychologist, a computer center, and joint workshops for student leaders and residence hall staffs.

Another cooperative program is a joint summer school. Two five-week sessions are offered on the Greensboro College campus, and a ten-week evening session is held on the Guilford College campus through its Urban Center. Students from the three colleges may register for day and/or evening courses.

Through the Greensboro Regional Consortium for Higher Education, a student of the Greensboro Tri-College Consortium also may register for courses at High Point College, the University of North Carolina at Greensboro, and North Carolina A & T State University in Greensboro, so long as the course is not offered on the student's home campus. The purpose is to make it possible for students to enrich their programs of study through electives as well as major courses. No additional charges are made unless a course carries a special fee.

THE SUMMER SCHOOL

Two five-week summer terms and one ten-week evening program are conducted by the Greensboro Tri-College Consortium, with courses taught by faculty members from all three colleges. The summer sessions are designed primarily for students who wish to accelerate their programs and complete their degrees in less than four years. A number of required freshman courses are offered to enable incoming students to begin their college work early. Courses in education are offered, and teachers or prospective teachers at the primary and secondary levels can secure the course work or the practice teaching needed to meet certification requirements.

A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses will count toward graduation.

Students from other than the consortium colleges who wish to enroll for the summer term are required to include permission from

their dean or registrar with their application. Information about summer programs is contained in a summer school catalog printed early in the spring. Address requests to the Director of Admissions.

COOPERATIVE PROGRAMS

Medical Technology

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray and receive his certificate in medical technology from the school of medicine and his baccalaureate degree from Guilford.

Forestry and Environmental Sciences

A cooperative program with Duke University in Durham, North Carolina, allows a Guilford student to do graduate study in forest resources at Duke's School of Forestry during his senior year and receive his baccalaureate degree from Guilford. As graduate degrees in forestry are granted in a number of areas of scientific training, interested students should consult with the chairman of the biology department early in their freshman year.

Nursing

A combined degree program in nursing is available to Guilford students through Guilford's affiliation with the University of North Carolina at Greensboro. A student completes three academic years at Guilford and then enters the junior level of the nursing curriculum at the university. At the end of his first year's work at UNC-Greensboro, he is awarded the baccalaureate degree from Guilford. Upon completion of the program, he receives a bachelor of science degree in nursing from the university.

PRE-PROFESSIONAL PROGRAMS

Pre-Law

While many pre-law students major in the social sciences and humanities, Guilford's pre-law program can accommodate a variety of academic disciplines. Central to the qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: comprehension and articulate expression, a critical understanding of the human institution and its value, and creative thought.

Pre-Medicine, Pre-Veterinary Medicine, and Pre-Dentistry

Most pre-medical, pre-veterinary medicine, and pre-dental students concentrate on



courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language.

POST-PROFESSIONAL PROGRAM

Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a bachelor of science degree in biology. The cooperative program assists anesthesia specialists to advance their professional stature with a minimum amount of duplication of academic courses within the framework of a liberal arts education. Upon request, the college will evaluate and plan a degree completion program for an interested applicant.

Campus Living



A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. For you, the individual student, a college can be many things. It can be a place to "stop over" as you develop the skills to prepare for a vocation. It can be a place to become involved in the world of ideas, thought, and creativity. It can provide a unique way to look at the world. It can be a place to refine and polish an approach to human relationships. It is often a place to put your values and commitments to work and to test them. It can be a place to test your own limits; to begin to answer the question, "Who am I in the universe?" It can be a place to find out just how able you are as a person. It can be a place of growth and development, and of new perspectives. A college is what the student, the faculty, and the administration make of it.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of the student a sense of responsibility for his own actions and an awareness of his role in the community. Specific guidelines for campus life are printed in the student handbook available from the Dean of Students' office. It is the responsibility of every student to inform himself college policies and regulations and to abi by them in good faith.

STUDENT GOVERNMENT

Legislative

Student government at Guilford is organiz around a Community Senate. The member ship of the Senate is comprised of one mem ber each from the four smaller residence h three each from the three larger halls, one member from the day student organizatio one member from the administration appo ed by the President of the college, and thre faculty members elected by the faculty.

This body, within the policies and regulati established by the Board of Trustees, deriv from the President of the college authority govern the student body and to coordinate and direct the several subsidiary organizati of the government. The executive officers the Community Senate are elected each ye in campus-wide elections. Student represen tives to the Board of Trustees and to the various faculty committees are appointed b the President of the Community Senate wi the consent of the Senate.

Residence hall government is based upon a unit-of-living concept in which the resident of each individual hall are empowered to write their own constitutions, subject to th approval of the Administrative Council, to

maximize their control of residence hall life. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living agreements.

Judicial

"Public" campus offenses and academic violations (see student handbook for definition) are adjudicated by the Campus Judicial Board. In addition to the power to impose lesser penalties, this body may recommend suspension or dismissal subject to review by the Student Affairs Committee and the President of the college. The membership of this body is selected from students who petition a special selections committee for membership. Faculty representatives are elected from members of the full-time faculty.

"Private" campus offenses (residence hall offenses—see student handbook for definition) are heard by the Residence Hall Judicial Board. Students who feel their rights have been violated or who can present new evidence have the right to appeal a decision to the Campus Judicial Board or to the Student Affairs Committee. Procedural details are listed in the student handbook. Any student has the right to bypass any lower board and have his case heard directly by the Student Affairs Committee.

CULTURAL OPPORTUNITIES

The College Union is a student-directed organization which oversees concerts, films, lectures, exhibits, dances, homecoming, sports tournaments, and other cultural and recreational programs. Its purpose is to coordinate free-time activities with education and to encourage self-direction and self-realization.

The Guilford College Arts Series has a long tradition of cultural programs in music, the arts, and public affairs. Each year it brings to the campus outstanding concerts, speakers, and films, providing a valuable expansion of fine entertainment in the community. The series is open to all students and to subscribers from the community.

Guilford students benefit from several established lecture series, including the Piedmont University Center Lectures and the Newlin History Lecture as well as the Arts Series. In addition, various departments sponsor special lectures and programs relating to particular courses or aspects of the field. These lectures are ordinarily open to the student body and to interested townspeople.

THE PERFORMING ARTS

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Other activities include film production,

exchange performances with other colleges, and participation in regional dramatics competitions. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council and for the Guilford chapter of Alpha Psi Omega, national dramatics fraternity.

The Guilford College Choir performs numerous concerts each season both on and off campus. In addition to major concerts at Christmas and during the spring, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to members of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

CAMPUS PUBLICATIONS

The **Guilfordian**, a weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.

The **Quaker**, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the **Quaker** attempts to interpret and evaluate graphically campus activities and aspirations.

The **Piper**, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialog in the arts.

The **Biophile Bulletin** is an annual publication of the Biophile Club of Guilford College. It's purpose is to provide a forum for the ideas of students and faculty members on the environment.

The **Journal of Undergraduate Mathematics** is a nationally distributed periodical devoted to undergraduate mathematics research. Established in 1969, the journal is published twice each year in March and September. Papers published are contributed by under-

graduate mathematics students from throughout the United States as well as from foreign countries. Edited by J. R. Boyd, Professor of Mathematics at Guilford College, the journal's editorial board is made up of prominent mathematicians in the United States and Canada.

The student handbook, the **Pathfinder**, issued through the office of the Dean of Students, provides detailed information on student government, organizations, activities, and regulations.

RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches of their denominations and continue active roles in church life. New Garden Friends Meeting welcomes students of all faiths, and a new Quaker gathering, Friendship Meeting, has been formed on campus.

Student organizations such as Young Friends and Intervarsity Fellowship are active on campus and in religious work in the community. Students interested in widening their religious experience will find small groups studying yoga, meditation, the Bahai faith, or Meher Baba.

COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical political experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and the Biophile Club, also pursue their special interests in the community at large.

SPECIAL INTEREST GROUPS

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity; and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to educating the public about the dangers to our environment. As an activist group, the club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is an active member organization in the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with foreign students.

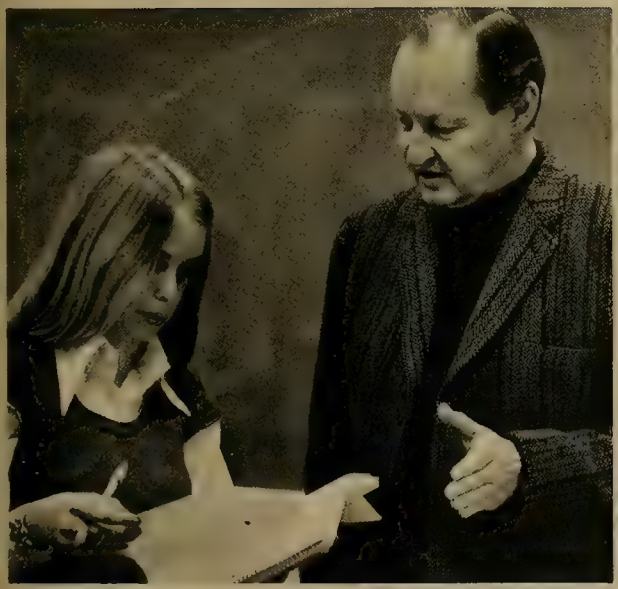
DEPARTMENTAL CLUBS

Majors and other interested students in various departments have organized clubs for discussion of issues relevant to learning in their fields. Foreign language clubs provide practice in the spoken language and programs on the culture of various countries. Phi Alpha Theta, an honorary history society, sponsors historical program and Students' NCAE (North Carolina Association of Educators) promotes interest in education as a profession.

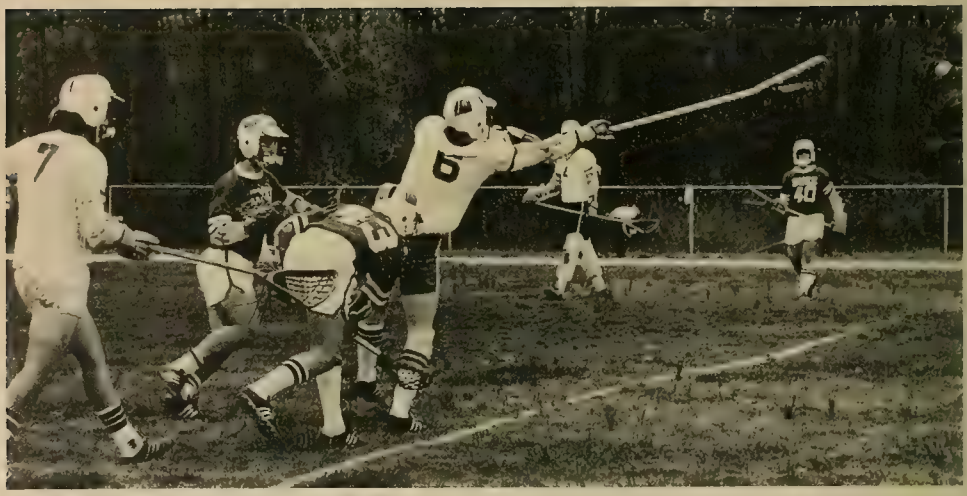
ATHLETICS AND RECREATION

The athletics program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics with the total educational program. All students are encouraged to participate in sports instruction, activities and competitions.

As a member of the Carolinas Conference and the National Association of Intercollegiate Athletics (NAIA), Guilford sponsors intercollegiate teams in fourteen sports. Men may participate in football, basketball, baseball, soccer, lacrosse, tennis, golf, wrestling, track, and cross-country. For women there is basketball, softball, volleyball, and tennis. In addition, Guilford has a well-balanced intramural program for both men and women, competing by residence hall divisions. The purpose of the Women's Recreation Association is to bring women together in invigorating activities which emphasize both personal worth and group accomplishment. The association sponsors intramural sports and tournaments, sports days, and other activities. All women students are urged to participate.






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LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways, and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Colleges and Universities.

Academic leadership is recognized by the Dean's List, by scholarship awards, and by appointment of College Marshals. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi. These students are awarded Honors or High Honors on graduation.

STUDENT SERVICES

Orientation

To introduce new students and their parents to Guilford, the college conducts a summer freshman orientation program. Small groups of students with their parents visit the campus for several days, during which the students are tested and advised in the selection of courses for the first semester. Students and parents have an opportunity to become acquainted with Guilford programs and staff and to sample dormitory living. Orientation is continued throughout the student's first year through personal interviews and seminars.

A special orientation session is held just prior to the beginning of classes for those freshmen and transfer students unable to participate in the summer program. A complete outline of the orientation program will be mailed to all new students.

Health Service

Several months before the date of entrance, each incoming student is required to forward to the Director of Admissions the report of a physical examination made by his physician and a certificate of vaccination for polio. These reports are made available to the resident nurses. Regular office hours are held daily by the nurses and a nurse is on call at other hours for emergencies. Resident students may see the college physician during his regular hours in the infirmary.

Students who are ill will be removed to the infirmary at the direction of a nurse or doctor. There is no infirmary charge for the first five days of an illness, except for day students, who are charged a per diem rate of five dollars per day for board and linens if they make use of infirmary beds. The medical fee covers medicine and treatment for routine illnesses and the cost of sick call in the infirmary. X-ray and extra services are not covered financially from student fees. The college insurance program will be in effect for services which exceed $35. For statement of fees and the cost of students' medical and accident expense reimbursement insurance, see Chapter IV.

STUDENT HOUSING

Residence Halls

The Guilford College Campus is primarily a residential campus. All students except those married, those who have reached 21 years of age, or those who commute from their homes in the Greensboro area are expected to live in campus residence halls and to take their meals in college dining rooms. All residence halls are closed and must be vacated during fall, Christmas, and spring vacations. No meals are served during these periods. Please consult the calendar at the end of Chapter VII.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Dean of Students. Reservations become effective with the signing of the contract if the $100 reservation deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the Dean of Students. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

Complete information on room furnishings and dormitory regulations is found in the student handbook, the **Pathfinder**, available from the Dean of Students.

The residence halls are:

Mary Hobbs Hall, built in 1907, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for fifty girls, an apartment for the Resident Coordinator, reception rooms, dining room, and kitchen.

Kathrine Hine Shore Hall, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife. It is designed for fifty women students and a Resident Coordinator and has a spacious parlor, a basement lounge with kitchenette, and attractive rooms.

John Gurney Frazier Apartments are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-four apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Manager. Because of the great demand for these facilities, it is necessary to use a waiting list. Only full-time students may live in these apartments.

English Hall, a dormitory built to accommodate fifty-two male students and a Resident Coordinator, was built in 1957. It was given by Nereus C. English, class of 1926, a trustee for

many years, and his brother Thomas
English, members of a family in-
uential in the history of Guilford
College.

Clyde A. and Ernestine C. Milner Hall
the men's dormitory completed in
962. It contains rooms for 256 stu-
ents and their counselor, a newly re-
urnished foyer, and space for recreational
acilities. The building is designed in the
eorgian tradition with a long terrace
acing east and overlooking tennis courts, a
olf course, and the lake. This building
named for Clyde A. Milner, the fourth
resident of Guilford College, and Mrs.
Milner, professor of psychology emeritus.

Raymond and Helen T. Binford Hall, the
omen's dormitory built in 1962, con-
ains eighty-one student rooms, an
partment for the Resident Coordinator,
ocial rooms, and recreational facilities.
is named for Raymond Binford,
uilford's third president, and for his
ife who was especially interested in the
ducation of young women.

Bryan Hall, formerly 1968 Residence Hall,
designed to house 206 students in suites
f eight. It is structured in the form of
our buildings around a central court and
ouses both men and women. The building
fully-carpeted and air-conditioned. In
973 the trustees named Bryan Hall to
ommemorate the gift of Kathleen Price
ryan and Joseph McKinley Bryan.

MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay an automobile registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the student handbook available from the Dean of Students.

COUNSELING AND PLACEMENT

The college Counseling and Placement Office provides a variety of services to students. Educational and vocational counseling assist the student in selecting programs and major fields of study designed to advance a lifetime vocation. Counseling is also provided to aid students who may experience academic difficulties.

Selected faculty members working cooperatively with the Dean of Students serve as general advisers to students who have not decided upon a field of concentration. Freshman and upperclass students who indicate a major field of interest are assigned to a departmental adviser who assists the

student in planning his academic program and follows his progress throughout his college career.

Placement services include aiding students to identify specific vocational objectives which can be translated into suitable employment. Assistance is offered to Guilford College seniors and alumni in job-finding techniques and in contacts with prospective employers. Assistance is also offered to other students who seek summer employment and part-time work while they are still enrolled in their regular courses of study.

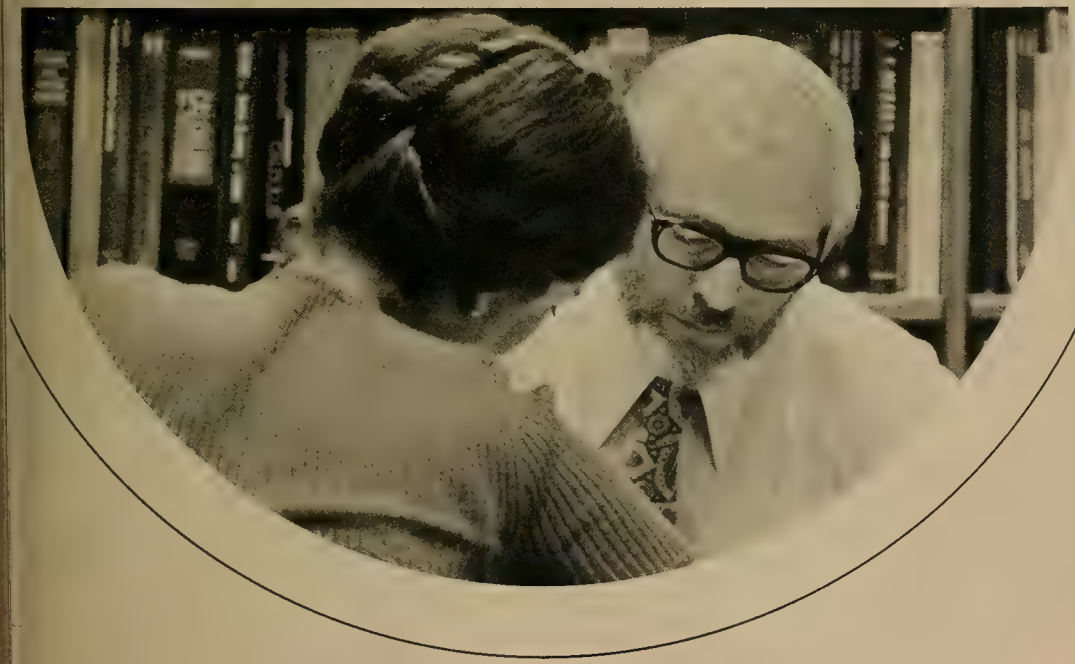
Individual or group psychological counseling is also available. Students who experience more profound emotional difficulties may be referred to the college psychiatrist. The college also offers Selective Service (draft) counseling to young men through several concerned faculty members.

The Urban Center houses the Office of Veterans Affairs offering a complete counseling service on veterans benefits and services. Educational guidance and transitional assistance grants are available for the recently discharged veteran.

INTERNATIONAL STUDENT SERVICES

Services are available to international students through a counselor who advises them on institutional rules, governmental regulations, academic resources, and opportunities offered by the campus and community. Every attempt is made to facilitate mutually satisfying relationships between foreign and U.S. students and among various nationality groups of international students, and to encourage meaningful and continuing relationships between foreign students and the community. All international students are members of the International Relations Club. Guilford College is a member of the National Association for Foreign Student Affairs.

Admissions, Fees and Student Aid



The student who applies to Guilford will discover that we are interested not only in his grades and test scores but also in what qualities make him unique. Because we want to create and sustain a vital academic community, we are looking for qualities of character, intellectual capacity, and social awareness which will enable the student to participate fully and responsibly in the academic program and in campus and community life.

To promote a more varied and stimulating exchange of ideas, we actively seek a student body representing many areas of the United States and foreign countries and varied economic, social, religious, and racial groups. We are also concerned to include in each class the sons and daughters of alumni and members of the Society of Friends.

SELECTION

Each Guilford student is selected as an individual. The Admissions Committee considers first the past achievement of the applicant as demonstrated by his high school grades and rank in class and his academic potential as indicated in the Scholastic Aptitude Tests. Intellectual capacity is an important factor in admissions selections; it does not, however, define the whole person, and it is the whole person that Guilford hopes to reach.

The committee will select among academically qualified students those whose particular background or talents will enri the educational experience of the group a those whose energies and concern promis constructive leadership and service in the future careers and in society as a whole. T special qualities can best be evaluated thr letters of recommendation and the perso interview which students are urged to arr

SECONDARY SCHOOL PREPARATIO

There is no specific number or pattern of units required for entrance to Guilford. W are interested instead in the quality of the student's overall academic performance. Students of proven academic ability and exceptional motivation and maturity may considered for admission before completi of the full four-year high school program. The Guilford Summer Scholars program described in Chapter II also allows early college experience for selected high schoo students.

In addition to course work in high school, the prospective student is urged to read widely outside of class, broadening his general background and his acquaintance with contemporary issues. He is also urged to increase his competence in writing, developing the ability to express his ideas accurately and coherently. Increasing his general knowledge and writing skills will n only improve his chances of acceptance at Guilford but will also contribute greatly t his success in college work.

ENTRANCE TESTS

So that the Admissions Committee may better evaluate the potential of a prospective student, he is expected to take the Scholastic Aptitude Tests and have his scores sent directly to Guilford College. These tests, administered by the College Entrance Examination Board, are usually taken in May of the junior year and again in November or December of the senior year.

PERSONAL INTERVIEW

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to evaluate a student is through personal contact. For these reasons every prospective student is invited and encouraged to visit the campus if it is at all possible. To arrange for a personal interview and a campus visit, write or call the Admissions Office.

APPLICATION PROCEDURE

Inquiries concerning admission to Guilford College should be addressed to: Director of Admissions, Guilford College, Greensboro, North Carolina 27410.

An application for admission will be considered as soon as all of the necessary material is received in the Admissions Office. The material needed includes (1) the application itself and a $10 application processing fee, (2) a secondary school transcript, (3) results from the Scholastic Aptitude Test (SAT) or the tests of the American College Testing Program (ACT), and (4) personal recommendations. These items should be in the Admissions Office by April 1 for the fall semester and by December 1 for the spring semester.

On acceptance by Guilford a reservation deposit of $100 is due. This amount will be applied to the first payment of college fees or refunded if the student withdraws his application before April 1.

EARLY DECISION PLAN

To eliminate the necessity for students to file applications for admission to several colleges and to reduce the anxiety of many college-bound students regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan. Through this optional plan students whose first choice is Guilford and who have very strong academic and personal qualities may have a decision from the Admissions Committee by December 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan a student should take the Scholastic Aptitude Tests during his junior year in high school and submit his application by November 1 of the senior year.

Under this plan the student agrees to apply to no other college until a decision is reached by Guilford, and if accepted he agrees to let Guilford know his decision by paying the $100 reservation deposit within two weeks after his notification of acceptance. This deposit is not refundable.

ADVANCED PLACEMENT

Freshmen may apply for advanced standing or placement in a particular subject area if they have taken college-level courses in high school and the advanced placement tests offered by the College Entrance Examination Board. Placement and credit decisions are made by the departments concerned. Every effort is made to place students in the most advanced courses for which they are qualified. All freshmen are tested for proficiency in a foreign language and are placed at a level determined by the results of this test.

TRANSFER APPLICATIONS

There are approximately fifty openings each year for qualified transfer students from accredited and approved colleges and universities. Most of these transfers enroll in the spring semester.

In order to transfer to Guilford, a minimum of a C average is required on all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student is transferring and the type of courses he has taken at that institution. If the applicant has attended a junior college, it is recommended, but not required, that he hold th Associate of Arts degree.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the $10 application processing fee, (2) a transcript from every high school and college attend indicating a cumulative quality point aver (3) results from the Scholastic Aptitude Tests (scores earned while in high school a acceptable), and (4) a letter of recommen tion from the academic adviser or the academic dean of the school the student last attended.

EARLY ENTRANCE

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

During the last five years, an increasing number of students with varied backgrounds and from many states have

ntered through the Early Entrance
ogram. They were admitted from
e age of fourteen upward, with or
ithout high school diplomas. Their
ademic performance and personal
evelopment have placed them markedly
ove those students accepted through
gular admissions, a fact which the
llege attributes both to high moti-
tion and intense intellectual curiosity.

ny high school student with superior
ademic potential is eligible to apply.
ontact the Admissions Office for details.

TUITION AND FEES/1973-74

For the academic year of two semesters:	Day Student	Mary Hobbs Dorm	Bryan Hall	Other Dorms
Tuition	$1,700.00	$1,700.00	$1,700.00	$1,700.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board		796.00	971.00	910.00
	$1,925.00	$2,721.00	$2,896.00	$2,835.00
Student Activity Fee	70.00	70.00	70.00	70.00
	$1,995.00	$2,791.00	$2,966.00	$2,905.00

OTHER FEES

Fee Per Credit (applicable when one enrolls for fewer than 12 credits or more than 18 credits)	$54.50
Urban Center Fee Per Credit	44.50
Audit Fee (per credit)	25.00
No Record Audit Fee (per course, applicable for Drop-In students)	50.00
Registration Fee (part-time students only)	10.00
Change of Registration Fee	2.00
Late Payment Fee	10.00
Late Registration Fee	10.00
Graduation Fee	15.00





COURSE FEES

Art 221, 222	$ 6.00
Astronomy 207	10.00
Biology 113, 114, 115, 213, 225, 226, 442	5.00
Biology 222, 331, 335, 337, 338, 441, 443	10.00
Biology 221, 332, 333	15.00
Biology 334	20.00
Biology 445	75.00
Chemistry 111, 112	10.00
Chemistry 220, 221, 222, 223, 224, 331, 332, 470	20.00
Education 328	2.00
Education 400	50.00
Geology (All courses unless otherwise specified at registration)	7.50
Being Human in the Twentieth Century I & II	5.00
Physics 111, 112, 121, 122	5.00
Physics 201, 302, 322, 470	10.00
Psychology 301, 302, 340	8.00
Psychology 444	5.00

MUSIC FEES

Guilford students taking music courses at Greensboro College will pay Greensboro College music fees.

EXPLANATION OF FEES

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which every student may participate or from which he receives benefits.

Key Deposit. A key deposit is required of all resident students. The deposit is refundable when the student gives up his room and returns the original key.

Automobile Registration. For further information on motor vehicle registration and regulations, see the student handbook.

Linen Service. Pillow cases, sheets, and towels are furnished by the linen service. A $5.00 deposit is paid to the linen service representative and will be refunded upon return of linens when the student leaves school.

Medical Service. The medical fee does not cover the cost of professional services when a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. When ill, students will be removed to the campus infirmary upon the direction of the nurse. The charge is $5.00 per day after the first five days.

MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance ($35.00 deductible). The policy provides up to $1,000.00 medical

expenses for each disability. Payment will be made commencing with the thirty-sixth dollar of expenses for treatment and hospital confinement incurred within twelve months following the accident or sickness, if treatment begins within thirty days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to $250.00).

The premium for insurance ($35.00) will appear as an item on the first semester charges unless students or parents notify the Business Office in writing on or before the day of the student's registration that such protection is not wanted.

SETTLEMENT OF ACCOUNTS

Registration is not complete until financial accounts are settled. Settlement should be completed before the Business Office closes at 4:00 p.m. the second Tuesday following registration day.

A late payment fee of $10.00 will be assessed against accounts settled after that time. After a period of ten days from said Tuesday, any student whose account has not been settled may be excluded from the college.

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

REFUNDS AND ADJUSTMENTS

The reservation deposit of $100.00 is not refundable but will be applied to first semester charges.

A student who fails to register on the day and time designated for registration will be required to pay a special late registration fee of $10.00. Subject to his adviser's approval and the payment of a $2.00 fee, a student may change his registration during the first week of classes. No refunds are made for changes in registration after this period except in cases of official withdrawal from college by written notice to the Business Office. In these instances, refunds or adjustments on tuition paid are calculated on the following basis:

Through first week of late payment period	80%
During second week	60%

)uring third week	40%
)uring fourth week	20%
\fter end of fourth week	0

:efunds on board paid are calculated from riday following actual date of official vithdrawal. No refund on room rental is ven a student who withdraws from)llege or moves from a residence hall after ie first two days of classes. No refunds adjustments are made on charges other ian for tuition, room, and board.

TUDENT AID

very student at Guilford College is eceiving financial aid, in the sense that his ayments to the college cover only about ne-half of the actual cost of his education. he college must rely for the rest of its icome on endowment funds and on the ontributions of alumni and friends of the)llege.

ven so, there are many well qualified udents whose family resources are insuffi- ent to meet the rising costs of college ducation without special assistance. The irector of Financial Aid and the Financial id Committee attempt to identify such udents and work out with them realistic ograms consisting of scholarships, grants, ans, and work opportunities.

BASIS OF AWARDS

The Financial Aid Committee takes into consideration both academic performance and financial need, according to the terms of the particular scholarships available. Freshmen with strong scholastic records may apply for Select Freshman Scholarships or Trustee Scholarships and will be considered for other grants when possible.

In the case of upperclassmen, Dana Scholarships are awarded to students who have maintained a B average and are judged to have made significant contributions to various phases of campus life. Some additional scholarships are also available to students with a B average. Any student requesting financial aid must have a cumulative C average and acceptable work for the preceding semester. All financial aid is awarded for the academic year, but may be removed because of unacceptable scholastic work, gross misbehavior, or undue extravagance. Scholarships must be applied for each year.

SCHOLARSHIP APPLICATIONS

Applications for scholarships and other financial assistance should be addressed to Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential financial statements submitted through the College Scholarship Service, Box 176, Princeton, New Jersey 08540. Forms may

be obtained from the high school counselor or directly from the Scholarship Service. Completed applications should be received by May 15. In summary, two forms are required: the Guilford College Financial Aid Application and the College Scholarship Service confidential financial statement.

SCHOLARSHIPS AVAILABLE

Guilford College offers annually to incoming freshmen twenty-eight scholarships of $1,000 each. Each application is judged on the basis of total academic performance, including the strength of a candidate's college preparatory program, rank in class, college board scores, cocurricular activities, and whenever possible, a personal interview. Applications should be submitted by January 15.

Guilford Fellows Program

All participants in the Guilford Fellows Program, described in Chapter II, are eligible to apply for scholarships and other financial aid funds throughout the four-year period. Aid awards are made on the basis of need and academic achievement. Teaching assistant stipends are also available in the sophomore year. The program director annually assists each Fellow in locating meaningful and challenging summer internships.

Dana Scholarships

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College and have a cumulative B average. Selection is made by a special faculty committee, which takes into consideration the student's maturity, motivation, leadership, and contributions to campus life. A Dana Scholar may be reappointed each year, provided that he continues to meet these criteria.

Aid for Quaker Students

Special grants, made possible by endowment funds and restricted bequests and gifts, are available to any qualified Quaker student who demonstrates need for financial assistance to attend Guilford College. Applications should be made to the Director of Financial Aid.

Other Scholarship Aid

The Financial Aid Committee of the college administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. Limited funds are available to assist international students. The committee encourages high scholastic standards and urges students to consider their academic loads realistically in relation to the number of credits taken and extracurricular activities.

FEDERAL GRANTS AND LOANS

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students with


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low income and exceptional financial need, who require these grants to attend college. The government-supported program, authorized by the Higher Education Act of 1972, offers grants from $200 to $1,000 a year for a maximum duration of four academic years. The amount of aid a student may receive depends upon his need and takes into account his financial resources, those of his parents, and the cost of attending the college of his choice.

Guilford also makes loans up to $1,000 per year from the National Direct Student Loan Fund. These loans must be repaid within ten years, including 3% interest charges beginning nine months after the student leaves school. No interest is charged up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Information on other federal and state grants may be obtained through the Financial Aid Office.

WORK OPPORTUNITIES

Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available on campus in the library, cafeteria, offices, and in maintenance.

Women students may reduce their expenses by rooming in Mary Hobbs Hall, a co-operative dormitory.

VETERANS

The Office of Veteran Affairs makes available to the veteran, war orphans, wives, and widows of veterans those services normally provided at the regional level. In addition to educational benefits, assistance is also available in areas not specifically related to education. The services include: determination of eligibility, application for veteran benefits, C number, tutorial assistance (at no cost to the veteran), dental and medical appointments, application for eligibility of home loans, guidance and counseling, and general information regarding the various types of veteran benefits including employment opportunities.

Academic Regulations



Guilford College requires academic work of high quality. Students are expected to maintain a seriousness of purpose and to assume a high degree of personal responsibility for their work. Within the basic framework of the college's academic standards and requirements, students are encouraged to tailor their programs according to their own individual needs and objectives.

Honesty in all academic work is assumed. Students who do not respect the honor code and who are found guilty of dishonesty by the duly constituted faculty and student committee may be suspended or dismissed from the college.

THE BACHELOR'S DEGREE

Guilford College offers both Bachelor of Arts and Bachelor of Science degrees. Graduates with majors in biology, chemistry, management, mathematics, physics, and psychology are awarded the Bachelor of Science degree unless they request the Bachelor of Arts degree. Majors in sociology, political science, and geology may plan programs leading to either degree. All other majors are awarded the Bachelor of Arts degree.

REQUIREMENTS FOR GRADUATION

The student is required to complete thirty-two courses (128 credits) of academic work with a C (1.00) average, plus four credits of required physical education. Students taking academic courses on a pass-fail basis will qualify for graduation if they maintain a C average on their regularly graded course. Students graduating under Curriculum II qualify for graduation if they maintain a C average on courses below the junior level; however, a higher average will ordinarily be required of students wishing to enter this program. Curriculum II students must receive certification of satisfactory completion of their programs from the major department.

ASSOCIATE OF ARTS DEGREE

Two special two-year programs offered through the Urban Center lead to an Associate of Arts degree in either management or law enforcement. All of the courses required are transferable to the four-year degree program. An application for candidacy certifying scheduled completion of requirements must be submitted to the Registrar one semester before the degree is to be awarded.

REGISTRATION PROCEDURES

During the summer, freshmen come to the campus to participate in an orientation program that includes testing, counseling, and preregistration. Freshmen are assigned to advisers at this time. Returning students preregister for the fall semester during early

pril. All preregistered students must alidate their preregistration on registration ay. The same procedure is followed with espect to the spring semester. Preregistration done in November with registrations erified and finalized on the appointed day early January.

Registration procedures should be followed arefully. Although somewhat repetitive, is very important that accurate, legible ntries be made on all registration forms. Course selections must be made in consultation with the student's appointed adviser. Beginning with the sophomore year, a tudent should register with the chairman f his major department, if a major has been elected. To change from one major to nother, a student should see the chairman f his newly selected major department. Future registrations should be initiated hrough him or a designated member of his taff.

Students are expected to become acquainted with all degree requirements and are ncouraged to register for all required ourses in proper sequence. Students who nrolled at Guilford College prior to June 970 must earn a minimum of 120 academic redits (semester hours and credits combined). tudents who entered Guilford College June 970-August 1971 and transfer students dmitted thereafter will receive a conversion llowance of one credit for each 15 semester ours applicable to Guilford's degree. With this adjustment all students enrolling after June 1970 will be required to accumulate a minimum of 128 academic credits for the baccalaureate degree.

Students may register for courses offered at Guilford College, including the Urban Center, Bennett College, Greensboro College, High Point College, the University of North Carolina at Greensboro, and A & T State University.

One registration at Guilford College covers all necessary details. The purpose of the Greensboro Regional Consortium is to provide an expanded and enriched curriculum for students enrolled at the six institutions. Guilford College students may enroll for any course not available at Guilford and receive full credit, grades, and quality points. Transportation is provided to Bennett and Greensboro Colleges.

Once registered, a student is responsible for all listed courses. His registration can be changed only by written drop slips delivered to the Registrar's Office. If advisable, within the first week of classes he may drop and add courses. He may continue to drop courses without a recorded grade for the first thirty days of the semester. Thereafter, he may drop courses until the appointed date (approximately two weeks after mid-term) with grades of WP or WF. After this date, no other drops are permitted unless extenuating circumstances are recognized by the Dean of Students.

Midterm and final grade reports are available through the student's adviser. Except for older students, grade reports are mailed to parents. (Grades and transcripts cannot be released if business office and library accounts are unsettled.)

THE WEEKLY SCHEDULE

Formal classes meet on Monday, Tuesday, Thursday, and Friday. No classes are scheduled on Wednesday. Wednesday is to be used for study, library work, and conferences with professors.

Evening classes at the Urban Center meet on Monday-Wednesday and Tuesday-Thursday.

STUDENT CLASSIFICATION

Class standing is determined at the beginning of each semester. A student may not represent or hold office in any class other than the one to which he belongs as determined by earned credits exclusive of activity credits in physical education.

Freshman: A student with less than 24 credits toward a degree.

Sophomore: The satisfactory completion of 24 credits toward a degree.

Junior: The satisfactory completion of 56 credits toward a degree.

Senior: The satisfactory completion of 88 credits toward a degree.

Special Student: Normal admissions requirements are waived under the Adult Student Program. Mature adults may demonstrate college level ability without penalty of prior academic performance.

Auditor: A student who attends class and listens to lectures may participate in class discussions but does not receive credit. Auditors must have the approval of the instructor concerned and pay the auditor's fee to the Business Office. A record is kept in the Registrar's Office of all work that has been audited.

Drop-In Student: A student who wishes to audit a course but who does not require any formal record be kept may register for any course in which there is room after registration of other students is complete. A "no record audit" fee must be paid at the Business Office.

Every student in the above classifications will be a full-time or part-time student.

Full-Time Student: A student who carries at least three courses (12 credits).

Part-Time Student: A student who carries fewer than three courses (12 credits). Part-time students must have the consent of the Dean of Students to room in the dormitories.

NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. Students may in addition take two 1-credit courses (such as choir, physical education, or an off-campus seminar) without additional

tuition charge. Students who wish to take more than 18 credits each semester must have permission from the Academic Dean. Normally, permission will only be granted to seniors who need additional credits to graduate with their class. Tuition will be charged for all credits over 18 per semester. Students may take as few as three courses (12 credits) each semester and retain their standing as full-time students.

THE GRADING SYSTEM

A student's grades are determined by his daily preparations, participation in class discussions, the quality of his written work, and results of quizzes, quarter and semester examinations. A represents exceptional achievement, B superior, C average, D passing, and F failing. An X is given whenever the work has not been completed or the final grade has not yet been determined. An X not made up by midsemester of the next regular term becomes an F. During the first thirty days of the term, a student may withdraw from a course without a grade. A student withdrawing from a course after the thirty-day period receives a WP (withdrawal with a passing grade) or a WF (withdrawal with a failing grade). Under extenuating circumstances, the Dean of Students may report a grade of W after the usual thirty-day period.

Only grades of C or better can be counted toward the major.

THE PASS-FAIL OPTION

In an effort to encourage students to broaden their selection of courses, Guilford College offers students above the freshman level the opportunity of taking one course each semester on a pass-fail basis. If a student elects pass-fail grading during the first week of the term and subsequently meets all the normal requirements of the course, he will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of F. Neither grade will affect the student's quality point average.

The student must have the instructor's consent to take a course under pass-fail; once he has decided to adopt the pass-fail option, he will not be allowed to change his registration. The pass-fail option may not be used in courses required in the student's field of major interest or in any required courses.

QUALITY POINTS

Quality points are given for grades above a D: three per credit for an A, two for a B, and one for a C. To be a candidate for a degree, a student must have a C (1.00) average. Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted minus credits in courses marked W or WP, the four credits in required physical education, and any credits earned in courses taken on the pass-fail option. When a course is repeated, the additional credits

are added to the total credits attempted and the quality points are included in computing the cumulative average. Undergraduates may not repeat for credit any course previously passed with a grade of C or better. Quality point averages are computed at the end of each semester, and include only work done at Guilford College.

REPORTS AND TRANSCRIPTS

During the regular academic year, midterm progress reports are sent to the student, parents, faculty adviser, and Dean of Students. At the end of each term final marks are entered on the permanent record and grade reports are forwarded if fees have been paid.

Every student is entitled to one official transcript of his work, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies should be made to the Registrar by the owner of the record and should be accompanied by a remittance of one dollar for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

INDEPENDENT STUDY

Students may register for a maximum of two independent study courses (courses numbered 460 in departmental offerings) each semester. All independent study projects must be approved by a supervising instructor and the chairman of the department in which credit is to be earned. Registration for more than two 460 courses a semester must be approved by the Curriculum Committee.

CLASS ATTENDANCE

The importance of class attendance varies with the nature of the subject matter and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for their success on regular attendance by the participants. Individual faculty members will make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations. Students on probation are allowed no absences except those excused by the Dean of Students. Students who terminate regular class attendance will be subject to suspension.

QUIZZES AND EXAMINATIONS

Students are expected to take all announced quizzes and examinations. To be excused from a quiz or examination, a student must make prior arrangements with the professor.

Professors are under no obligation to give make-up quizzes or examinations for students who miss these exercises.

THE HONOR CODE

It is assumed that all members of the college community will respect the principles of honesty embodied in the honor code. A faculty member who strongly suspects that a student has not been honest in his academic work and has evidence to support this suspicion must refer the case to the appropriate faculty-student agency. In all such cases the rights and the reputation of the student must be respected by preserving the confidentiality of the matter. It should be discussed in detail with the department chairman and the Academic Dean only if the professor concerned is unclear as to how to proceed with the case.

PAYMENT OF TUITION FEES

Tuition and fees must be paid according to the schedule prescribed in Chapter IV. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay their bills according to some other mutually agreed upon schedule, may have their registration canceled by the Academic Dean.

ELIGIBILITY

All full-time students (carrying 12 credits or more) are eligible to participate in all college activities. Part-time students may participate in college activities with the approval of the Student Affairs Committee of the faculty. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

TRANSFER OF CREDIT

To transfer credit, the applicant must present a statement of honorable dismissal, a catalog of the college attended, an official statement or transcript giving descriptions of the work done, and a complete record of entrance credit submitted to the college from which the student is transferring, including high school transcript and College Entrance Examination Board scores. Credit for courses completed with a grade of C or above may be transferred from accredited or approved colleges. Courses to be applied to a major at Guilford College must be approved by the chairman of the major department.

A maximum of 64 academic credits and 4 credits of physical education will be accepted from a junior college. Credits for a student transferring from a nonaccredited institution are accepted on a provisional basis until validated by the satisfactory

completion of 30 credits of work at Guilford College. All correspondence or extension work accepted must be specifically approved by the Academic Dean of the college. The student's quality point average is computed from grades given for work done at Guilford College.

TIME LIMITATION

Credits earned by students transferring from another institution or returning to Guilford within ten years will be accepted. Credits earned more than ten years earlier must be evaluated by the Academic Dean and the chairman of the major department.

READMISSION

All students must apply for readmission by April 1 if they plan to return the following September. Applications received after that date may be approved if space is available; if not, a later entrance date may be approved.

Students entering Guilford College as freshmen are expected to achieve a quality point average of .40 or more in order to be eligible to register for the second semester. To be eligible for readmission at the beginning of the second year or later, a student must attain the following minimum levels: fewer than 40 credits attempted, a cumulative quality point average of .60; 40 to 75 credits attempted, a cumulative quality point average of .80; over 75 credits attempted, a cumulative quality point average of 1.00. Averages are computed at the end of each semester.

Those who do not qualify for readmission according to these standards and those previously suspended for academic reasons may reapply through the Admissions Committee after one year's absence. If in the judgment of the committee, the applicant shows evidence of increased maturity and purpose as well as academic potential, he may be admitted on probation for one semester.

WITHDRAWAL

Students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available in the office of the Dean of Students.

ADMISSION TO CANDIDACY

One semester prior to the time a student expects to receive his degree he must:

Submit to the Registrar an application for candidacy

Submit a written statement from his department chairman indicating that all degree requirements are scheduled to be complete by the end of the semester

Students who fail to meet the deadlines established for completion of academic requirements

r a degree will receive the degree at the ext regular commencement following the ccessful completion of their work.

CADEMIC PROBATION

tudents who barely qualify for readmission ill be classified as probationary students. his applies to students who, with fewer an 20 credits attempted, have a cumula- ve quality point average under .60; with 0 to 39 credits attempted, a cumulative uality point average under .80; and with 0 or more credits attempted, a cumulative uality point average under 1.00.

he review of a student's work for the urpose of determining probation and etention will usually take place on the asis of two semesters of work at Guilford ollege. The Academic Retention Commit- ee, however, may consider a student's tanding at the end of any semester on the ecommendation of the Dean of Students r the Academic Dean, in which case a tudent may be dropped or placed on pecial probation status.

hose students readmitted under the con- lition of probation are believed to be apable of doing acceptable college work; hey should confer with their advisers and vail themselves of the tutoring offered by number of departments in order to make he most of this opportunity to raise their wn standards of achievement. Probation tudents are not permitted unexcused absences from class and must maintain a C average each enrollment period.

ACADEMIC SUSPENSION

Students may be suspended from Guilford College for academic deficiencies by the Academic Retention Committee. This usually occurs when a student on academic probation does not meet the terms of his probation. It may also occur if a student not on probation does so poorly in his academic work that his quality point average falls below the minimum required for continuation in the college. A student will be suspended if the committee believes he is able to do satisfactory work but for some reason is not doing so. A suspended student is eligible to apply for readmission to the college after one academic year. Readmission, however, is not guaranteed.

ACADEMIC DISMISSAL

Students may be dismissed from the college if their work is below the required minimum standards, and if the Academic Retention Committee, after a careful review of the records, believes they cannot do the quality of academic work required for the degree. Students who have been dismissed may not apply for readmission except with the approval of the Academic Dean. The final decision on readmission is made by the Academic Retention Committee.

SUMMER SCHOOL AT OTHER INSTITUTIONS

Guilford students may attend summer school at other accredited colleges and universities. Since

only courses, not quality points, can be transferred back to Guilford, students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions a student must have his courses approved by his adviser and obtain a letter of permission from the Academic Dean.

SEMESTERS AT OTHER INSTITUTIONS AND IN EUROPEAN INSTITUTIONS

When consistent with a student's educational goals and interests, Guilford encourages its students to study for a semester or a year at other institutions or in a European university. Procedures to be followed are the same as those required for summer school attendance at other institutions.

SCHOLASTIC HONORS

The Dean's List

The Dean's List is made up of the names of full-time students who in the previous semester have made a B+ (2.50) average. Summer school grades are averaged with those of the preceding semester. Sophomores, juniors, and seniors on the Dean's List are not responsible for daily preparation, but they are required to take announced quizzes, quarter and semester examinations.

College Marshals

At the regular faculty meeting in March, the faculty elects twelve members of the sophomore class to serve as college marshals. All members of the sophomore class with a B (2.00) average are eligible. The marshals ser at commencement and public college functions for the following year. The student receiving the highest number of votes is designated as chief marshal.

Dana Scholars

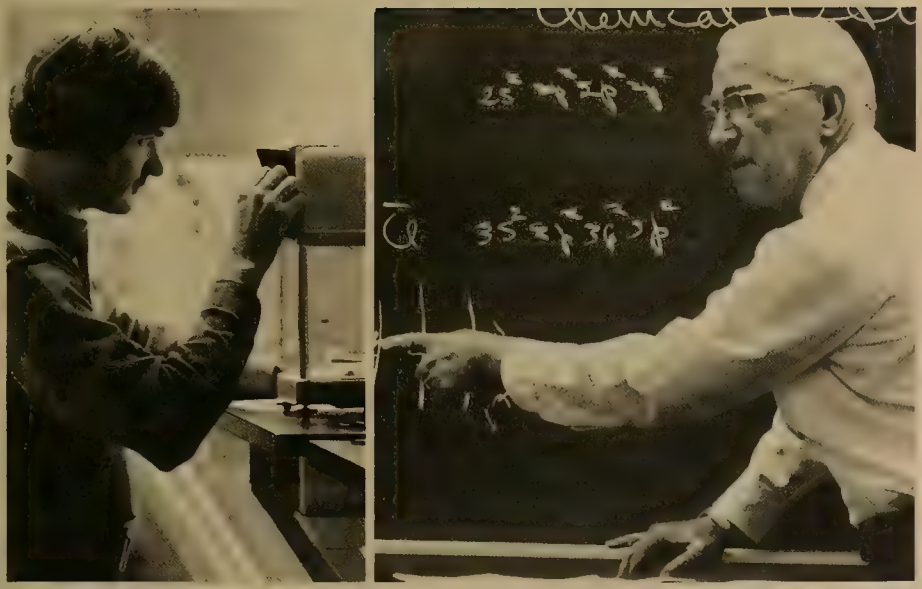
These scholars are selected on the basis of character, leadership, and scholarship. Students are not eligible in their first year a the college but may receive the scholarship at any time after that year and may retain it as long as they maintain a B (2.00) average and continue their leadership activities. They may be asked to do a limited amount of paper grading or tutoring or to give other assistance to the faculty, an from time to time are asked to serve as a student advisory committee for faculty and administration.

Scholarship Society

The Guilford Scholarship Society was organ ized in 1937 (the centennial year of the college) for the express purpose of encourag ing and recognizing high academic achievement. Students with quality point averages c 2.50 are eligible for election at any time afte their fourth semester; faculty members belo ing to Phi Beta Kappa or Sigma Xi are eligibl in their second year at Guilford; and honora members are elected on the basis of publishe writings.

Departmental Honors

Most departments offer to students with a



2.50 average in the major an honors program consisting of extensive reading and independent study. This study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner, and open to all persons wishing to attend. A student completing this study successfully will be awarded departmental honors at commencement.

Graduating Honors

Honors shall be awarded the graduating senior who during his college course has attained a quality point average of 2.50.

High Honors shall be awarded to the senior attaining a quality point average of 2.70.

Courses of Instruction



ART

Professor McMillan, Chairman

The art major is offered in cooperation with Bennett College and Greensboro College through the auspices of the Greensboro Tri-College Consortium. Studio courses are designed to develop a knowledge of and proficiency in the basic skills of two and three dimensional art forms. The art history courses acquaint the student with the major visual forms in which man has expressed his relation to himself, his environment, and his ultimate values.

The major program in art requires eight courses (32 credits) of course work including Art 221, 222, 261, and 262 in addition to two semesters of art history selected from Art 225, 226, 227, and 228. The following courses may be taken at Greensboro College: art structure, ceramics, graphics, and sculpture. The chairman of the department may require additional credits in concentration areas to be credited to electives.

New majors will receive an art bibliography for which they will be responsible on the senior comprehensive examination. The senior year will also involve the submission of a creative thesis and exhibition.

All art courses may be taken by the general student as electives or related subjects. Art 221, 225, 226, 227, or 228 are acceptable as a fine arts elective.

221 Drawing and Painting I. 4. An introductory course in drawing and painting for beginning students. Basic principles and theories will be explored in various media. Problems in black and white and color.

222 Drawing and Painting II. 4. An intermediate course continuing Art 221 with emphasis on selected media and standards of execution. Special problems in technique and color. Prerequisite: Art 221 or equivalent.

225 History of Art I. 4. Ancient through Medieval Art.

226 History of Art II. 4. Art of the Renaissance.

227 History of Art III. 4. Art of the Nineteenth Century.

228 History of Art IV. 4. Art of the Twentieth Century.

261 Advanced Studio I. 4. A studio course in painting and drawing for advanced students who show competence to pursue special studio problems in consultation with instructor. Study from the live model. Prerequisite: Art 221, 222, or equivalent.

262 Advanced Studio II. 4. Continuation of Art 261. Prerequisite: Art 221, 222, 261, or equivalent.

450 Special Topics. 4.

60 Independent Study. Restricted to advanced art students continuing special problems in consultation with the instructor. Prerequisite: Art 221, 222, and consent of instructor.

70 Senior Thesis. Restricted to graduating majors, including a comprehensive examination and senior exhibition.

IOLOGY

rofessor Bryden, Chairman
ssociate Professor Fulcher
ssistant Professor J. Parker

A major in biology consists of eight courses 32 credits) including Biology 113, 114, 115 nd 470. Additional courses must be chosen y the student in consultation with his dviser. All students at the junior level are xpected to audit Biology 470 one time be- ore taking this course for credit. The tudent must take one year of mathematics Calculus 121-122), one year of chemistry, nd one year of physics in addition to his iology courses. A research thesis is required f all biology majors.

n addition to the basic biology courses, tudents preparing for careers in secondary ducation should also take the following ourses: Biology 332; 221 or 335; 212 or 38; one course chosen from 331, 334, and 37; and one course chosen from 224, 225, nd 226. Biology 114, 115, 211, 212, 213 cceptable as science elective.

Through an affiliation with the Bowman Gray School of Medicine, students may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray. The medical school will award a certificate in medical technology while Guilford will grant the baccalaureate degree. Students planning to enter the program should do so early in their college career and discuss the program with the head of the biology department.

A degree program in nursing is available to Guilford students through an affiliation with the University of North Carolina at Greensboro. A student completes three academic years at Guilford and then enters the junior level of the nursing curriculum at the university. At the end of the first year's work at UNC-Greensboro, the student is awarded the baccalaureate degree from Guilford. Upon completion of the program, the university will award the Bachelor of Science in Nursing.

Programs for study in forestry are offered in cooperation with the School of Forestry at Duke University. After completing three years in residence at Guilford and an additional five semesters at Duke University, the student will receive the Bachelor of Science degree from Guilford College and the master's degree from Duke University. Students who are interested in this course of

study should consult with the head of the biology department immediately after enrolling at Guilford College.

Students who feel that they are capable of independent study may, with departmental approval, pursue such studies under the general supervision of the biology staff in their junior and senior years. Because of the general nature of scientific professional schools and graduate schools, it may be necessary to require certain courses that are prerequisite to advanced study and make other necessary modifications in the program of the individual student. A student interested in independent study should discuss this matter with his major professor no later than the beginning of the second semester of his sophomore year.

113 Cell Biology I. 4. Introductory cytology and cell biology. An elementary study of the structure and function of cells and their organelles including basic concepts of cell nutrition, intermediary metabolism, growth, and reproduction. Open to biology majors only.

114 General Zoology. 4. An introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution.

115 General Botany. 4. Study of the plant kingdom to include morphology, anatomy, physiology, and ecology.

211 Genetics and Man. 4. A study of genetics and evolutionary thought with special emphasis on their implications for human society. The specific topics covered are evolution, the cell as a unit of life, the principles of heredity, the genetics of populations, and human inheritance. Open to biology majors only with the permission of the adviser.

212 Ecosystems. 4. A study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis will be placed on the relation of man to the ecosphere. Open to biology majors only with the permission of the adviser.

213 The Biotic World. 4. A survey of important organisms of the plant and animal kingdoms with emphasis on classification, description, and life cycles of representative organisms. Not open to biology majors.

221 Comparative Vertebrate Anatomy. 4. A brief survey of the main classes of vertebrates; a detailed comparative study of vertebrate anatomy; detailed laboratory study of the shark, necturus, and cat.

222 Comparative Vertebrate Embryology. 4. A detailed review of the processes of germ cell development, fertilization, and cleavage; a comparative study of the development of the frog, chick, pig, and man.

224 Field Botany. 4. Field study of the vascular plants to include classification, collection, and identification through field and laboratory wo

225 Nonvascular Plants. 4. An advanced study of nonvascular plants with emphasis on the algae

and fungi including morphology, anatomy, and phylogeny of representative species.

226 Vascular Plants. 4. An advanced study of vascular plants with emphasis on morphology, anatomy, and phylogeny of ferns, gymnosperms, and angiosperms.

241 Elements of Statistics (Psychology 241). 4. Methods for classifying, organizing, and summarizing numerical facts, and techniques for interpreting such facts.

331 Animal Physiology. 4. A study of the organ systems with particular emphasis upon function.

332 Invertebrate Zoology. 4. An advanced study of the phyla of invertebrates with emphasis on the taxonomy, physiology, and ecology of the several groups.

333 Microbiology. 4. Structure, development, and functions of bacteria and other micro-organisms; concepts and techniques of isolation, cultivation, observation, morphology, physiology, and nutrition of bacteria. Prerequisites: Biology 113 and Chemistry 111-112.

334 Cell Biology II. 4. A study of the chemical and physical bases of cellular structure and function including some problems of the molecular organization and functions of selected membrane systems. Prerequisites: Biology 113, Chemistry 223-224, and Mathematics 121-122 or equivalent.

335 Vertebrate Zoology. 4. An advanced study of vertebrates with emphasis on taxonomy, morphology, and ecology of representative species.

337 Plant Physiology. 4. Physiological processes of plants with particular emphasis on the higher plants.

338 General Ecology. 4. The principles of ecology; laboratory and field work, emphasizing animals but including factors governing the distribution of both plants and animals.

340 Psychobiology (Psychology 340).4. A consideration of anatomical and physiological correlates of behavior. Two lectures and one two-hour laboratory each week. Prerequisite: Psychology 301-302, and/or previous work in biology recommended.

441-442 Human Anatomy and Physiology. 4,4. Anatomy of the human body and dynamics of body function; the skeletal system, the muscular system, the nervous system, the circulatory system, the respiratory system, and body metabolism. Intended primarily for junior and senior majors in physical education. Open to other students by departmental approval or permission of the instructor. Offered 1971-1972 and alternate years.

443 Genetics. 4. A study of Mendelian and non-Mendelian genetics, the chemical structure of the gene, and population genetics and evolution; animal and human materials used in the laboratory.

445 Marine Science. 4. The principles of oceanography and the problems of marine biology. A two-week field trip to a marine biology station is included in this course. Open only to majors with departmental approval. Prerequisite: Biology 332.

450 Special Topics. 4.

460 Independent Study.

470 Thesis Seminar. Individual experience in the research techniques of biology; writing of a professional paper.

490 Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and visiting examiner.

CHEMISTRY

Dana Professor Benfey, Chairman
Assistant Professor MacInnes

The aim of the Department of Chemistry is to equip its graduates with the fundamental tools of chemistry which will enable them to enter graduate school, teaching, or industry.

A major in chemistry consists of the first eight courses listed. Though not required, it is recommended that majors carry on a research project in the senior year. Mathematics and physics are required. If a student is looking forward to graduate study in chemistry, he should take four courses in mathematics and four courses in physics; otherwise two courses in each are required.

111 Elementary Physical Chemistry. 4. Inorganic chemistry, elementary principles of equilibria, ionization equilibria, solubility product, pH, common-ion effect, complex-ions, hydrolysis. Two lectures and four laboratory hours per week. Acceptable as science elective.

112 Elementary Physical Chemistry. 4. Properties of gases, liquids, and solids, the physical properties of solutions and accompanying theories, atomic structure and bonding, coordination chemistry, electrochemistry, and introductory nuclear chemistry. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111.

220 Nuclear Chemistry and Radioactivity. 4. Radioactive disintegration series, radioactive isotopes, and laboratory techniques. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.

221 Quantitative Analysis I. 4. Quantitative inorganic analysis by gravimetric (precipitation and electrodeposition) and volumetric procedures (acid-base, oxidation-reduction, and complexometric titrations). Two lectures and four laboratory hours per week. Prerequisite: Chemistry 112.

222 Quantitative Analysis II. 4. Quantitative inorganic analysis by instrumentation, including coulometry, conductometry, pH measurement, colorimetry, oxidation-reduction titrations, polarography, and gas chromatography. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 221.

223 Organic Chemistry. 4. Chemistry of carbon compounds, preparation, sources, uses, and laboratory techniques including polarimetry, IR, and gas chromatography. Two lectures and four laboratory hours per week. Prerequisite: Chemistry 111-112.

4 Organic Chemistry. 4. Continuation of the study begun in Chemistry 223.

1 Physical Chemistry. 4. Thermodynamics, phase equilibria, electromotive force, surface chemistry, and spectroscopy. Two lectures and four laboratory hours per week.

2 Physical Chemistry. 4. Dynamics, kinetic theory, chemical kinetics, quantum theory, statistical methods, and crystal structure.

0 Special Topics. 4.

0 Independent Study.

0 Senior Thesis.

0 Departmental Honors.

LASSICS

ssociate Professor A. Deagon

he purpose of the classics program is to volve the student in a multilevel study of e languages, literature, history, and culre of the classical world, from which he ay evolve a fuller awareness of his historil and humanistic heritage. The interdisciinary nature of classical studies should ntribute to the student's perception of e interrelatedness of various fields of nowledge and activity in the modern world.

1 Classical Literature in Translation. 4. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world.

302 Classical Mythology. 4. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories relating to the various disciplines.

411 Greek History. 4. Greek civilization from its origins in the Minoan-Mycenean period through the death of Alexander; the conflicts and achievements of the fifth century.

412 Roman History. 4. Roman civilization from its origins in Italy through the age of Constantine; the constitutional development of the republic and the empire.

450 Special Topics. 4.

460 Independent Study.

CLASSICAL LANGUAGES: the course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 100-201.

100 Elementary Greek. 4. An introduction to Attic Greek based on fifth century authors; sight reading in the New Testament.

201 Intermediate Greek. 4. Further study of classical prose and poetry or readings in the New Testament, according to individual interests.

100 Elementary Latin. 4. An introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin.

201 Intermediate Latin. 4. Further study of classical prose and poetry; readings in medieval Latin.

DRAMA AND SPEECH

Associate Professor D. Deagon, Chairman
Instructor Regenos

The major in drama and speech is offered in cooperation with Greensboro College and Bennett College. It is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group performance. A major in drama and speech requires a minimum of eight courses (32 credits). Majors must take 205 or 206, 207 or 208, and 307 and 308.

With departmental approval, credit toward the major may be earned in summer theater projects.

DRAMA

205 Fundamentals of Acting. 4. Basic acting techniques: diction, projection, and body movement; character analysis and characterization; consideration of historical styles; studio and public performance.

206 Fundamentals of Directing. 4. The role of t director as creative interpreter in staging, blocking, timing, character building, and dr matic focus; practical investigation of histor cal and contemporary styles; student direct of scenes and short plays for studio and pub performance.

207 Play Production. 4. A practical survey of al aspects of theatrical production; considera- tion of problems in scenery, lighting, costur ing, make-up, publicity, box office, and hou management; practical experience through work on college productions. Twenty-four hours laboratory work required.

208 Theater Craft. 4. Theoretical and practical aspects of set design and technical theater: stage carpentry, scene painting, electricity and lighting. Term project and 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.

300 Oriental Drama. 4. A comparative study of stage conventions, theater history, and dram tic literature of Japan, China, India, and oth Oriental areas; theater as an expression of hi torical and cultural influences. Acceptable a an intercultural studies elective.

307 Development of Drama. 4. The classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; struc ural and thematic analysis.

308 Modern Drama. 4. Modern European and American drama from Ibsen to the present; history of the modern theater;

social, psychological, and philosophical influences on contemporary theater.

50 Shakespearean Drama (English 350). 4. Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year.

50 Special Topics. 4.

60 Independent Study.

70 Senior Thesis.

90 Departmental Honors.

PEECH

00 Public Speaking. 4. Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Speech laboratory work required.

00 Oral Interpretation. 4. Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

ECONOMICS

Associate Professor Robbins, Chairman
Dana Professor Abdul-Magid
Associate Professor Parkhurst
Assistant Professor Akhtar

The purpose of the economics program is to provide a sound theoretical, methodological, and applied foundation for a basic understanding of current economic principles, issues, and policies. Provided the student takes suitable elective courses as recommended by the department, the program in economics is also designed to satisfy the requirements for students who expect to do graduate work and later pursue economics as a professional career, including related professions such as law, business, and government.

Courses at the 100 and 200 level offer an opportunity for students to learn the basic tools used in the field of economics and become acquainted with the economic and legal institutions, problems, and policies of the American and other economic systems. The 300 level courses offer more advanced tools and theories utilized in the field of economics both on the macro- and the micro- level. The 400 level courses provide a variety of advanced subjects in economics which are also useful for noneconomics majors. Economics 200, 335, 342, 411, 432, 440, and 441 are recommended for students whose majors are in political science, history, sociology, and other fields. In addition to the above courses, Economics 321, 322, and 331 are recommended for students whose major is management.

Eight courses (32 credits) are required for a major in economics, which must include the following basic courses: Economics 221-222, 321, 322 or 331, 334.

Students who wish to major in economics and especially those who plan to do graduate work are encouraged to develop a strong background in mathematics (Mathematics 105, 115, 121, 122) and should take more courses in economics in accordance with a plan approved by the chairman of the department.

Students who demonstrate exceptional performance after taking all or most of the basic courses in economics are eligible to do honors work upon invitation from the department adviser and with the approval of the department chairman. The student will be assigned additional studies and research parallel to the appropriate courses he takes in the area of his concentration. The honors work, if successfully undertaken, will culminate in the writing of an honors thesis (Economics 490) and a comprehensive oral examination.

100 Consumer Economics. 4. The course appraises the problems of the consumer in the intelligent choice and use of commodities and services, including a consideration of personal and family finance, budgeting, credit, shelter, private and social insurance, and investments. Evaluated are consumers' information, decision-making, and expenditure; the effects of these on the economy; how market institutions and practices, advertising and fraud, affect the consumer; and how consumer interests can be better protected and promoted.

200 Economic and Social Development. 4. The objective of the course is to examine socio-economic structures of the less developed countries. It is a nontechnical course with an interdisciplinary approach. In particular, the emphasis is upon economic, political, and soc forces in economic development.

221 Principles of Economics I. 4. Determinants of size and composition of national output; macroeconomic problems such as economic growth, economic stability, and full-employment; monetary and fiscal policies. In addition, selected problems in the area of microeconomics, such as labor unions, regulation of business, welfare, urban problems, population, and foreign trade problems. Acceptable as a social science elective.

222 Principles of Economics II. 4. Resource allocation and income distribution in the market economy; microeconomic problems such as agriculture, monopoly, labor unions, and public policy; international trade problems, policies, and comparative systems. Emphasis of the course will be on economic theory and tools of economic analysis as applied to both macro- and microeconomic problems.

223 Law and Society (Political Science 223). 4. An introduction to social jurisprudence; the fundamental principles of law in our judicial system; legal rights, wrongs, and remedies; contemporary legal issues; a cultural, philosophical, and analytical study of law as a decision-making process and as a social scienc related to other disciplines. Acceptable as a social science elective. Not applicable to economics majors.

:4 Law and Economics. 4. The legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; reasons for and the rules of economic behavior and the legal concepts involved in economic activities; the relationship between economics and law in contracts, agency, sales, property, and wills. Applicable to majors.

:1 Microeconomic Analysis. 4. An intermediate-level approach to the theory of consumer behavior, the theory of the firm and market organization, theory of distribution and general equilibrium and economic welfare. Prerequisite: Economics 221, 222.

:2 Macroeconomic Analysis. 4. An intermediate-level approach to aggregate income and employment, including an analysis of such factors as Keynesian and classical systems of thought, fiscal policy, the role of the money supply in income determination, monetary policy, and theories of economic growth and inflation. Prerequisite: Economics 221, 222.

31 Money and Banking and Monetary Theory. 4. The nature and economic significance of money and monetary standard; the stock of money and levels of national income and prices; the United States banking system and international monetary system; recent developments in monetary theory and policy. Prerequisite: Economics 221, 222.

34 Statistical Methods in Economics. 4. An introduction to the concepts and methods used in quantitative economic analysis; frequency distributions, probability and sampling, time series, index numbers, and regression analysis.

335 Comparative Economic Systems. 4. A study and evaluation of the ideologies, basic institutions, and performances of alternative economic systems. Acceptable as an intercultural studies elective.

342 Public Finance and Fiscal Policy. 4. The theory and economic principles of taxation, the application of these principles, and the interrelationships of national, state, and local finance; cost-benefit analysis; the economic influence of public revenues, expenditures, and debt management as instruments of fiscal and social policy. Prerequisite: Economics 221, 222.

411 History of Economic Thought. 4. The development of economic theories in the socio-political context in which they arose; the classical school, the marginal analysis, institutionalism, neoclassicism, Keynesian and post-Keynesian economics. Prerequisite: Economics 221, 222.

432 International Economic Theory and Policy. 4. Theory, problems, and policy in international trade; balance of payment problems, changes in patterns of trade, and the impact of international trade on underdeveloped countries; recent international monetary developments and possible alternative monetary reforms. Prerequisite: Economics 221, 222.

440 Government and Economic Policy. 4. The role of government in economic policy and administrative techniques for promoting social objectives; selected problems

in economic control, legal regulation, and social welfare, such as monopoly, pollution, and poverty. Prerequisite: Economics 221, 222.

441 Labor Economics. 4. The origin and development of the labor movement, collective bargaining, and the evolution of public policy in labor relations; analysis of labor markets; social, economic, and political programs of unions, and relevant legislation. Prerequisite: Economics 221, 222.

450 Special Topics. 4.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors. Directed study and research culminating in the writing of a professional paper; oral examination by three members of the faculty and a visiting examiner.

EDUCATION

Associate Professor C. Johnson, Chairman
Assistant Professors Burton, Reddeck, and Stewart

The objective of the Department of Education is to assist students in the development of their abilities to meet the demands of modern day elementary and secondary classrooms.

Students wishing to secure a teacher's certificate must apply for admission to the teacher education program while they are enrolled in the beginning course in education. Admission to the program will be based on an overall quality point average of 1.25, recommendations, and other pertinent criteria; students will not be permitted to enroll in other courses in the Department of Education until they have been admitted to the teacher education program. Enrollment in the college does not guarantee acceptance in the teacher education program.

Application for student teaching must be made by March 1 of the junior year. To qualify, a student should have completed most of the courses required for certification in his teaching field and is expected to have a cumulative grade point average of 1.25, both in education and in the major field. A health certification from a physician which meets the usual public school standards for teachers is also required.

Students who expect to teach in the secondary schools will major in the academic subject of their interest and will take specified courses in the Department of Education and other departments required for certification. These are: Education 221 and 400; Psychology 224 and 331; and four credits of mathematics (not Mathematics 103 or 104). Physical education majors take Physical Education 384. English majors take English 380. Majors in other fields take Education 388. All students planning to obtain a secondary certificate should consult their adviser for information about the requirements for certification.

or a social studies teacher's certificate the ate of North Carolina requires twenty-one ours of American and world history and enty-one hours from three or more of the llowing areas: anthropology, economics, ography, political science, and sociology. here should be about equal emphasis on all eas chosen. However, meeting the above quirements for certification does not relieve ne from having a major in one subject area.

udents wishing certification in early child- od (kindergarten-third grade) and in inter- ediate levels (fourth-ninth grades) will ajor in elementary education, but will have fferent requirements. The requirements for rly childhood emphasis are Education 221, 06, 328, 345, 366, 386K, 390, 391, and 00; Geography 111; Mathematics 103; sychology 224 and 331; History 103 or 104; olitical Science 101; English 381; Music 112; nd Sociology 392. The requirements for termediate emphasis are Education 221, 06, 345, 366, 386i, 390, and 400; Psycholo- 224 and 331; Mathematics 103 and 104; nglish 381; and sufficient hours for one ademic concentration (preferably two). number of the courses require work in ne schools.

rior to their senior year, students are pected to put in at least fifty hours of dependently arranged work with children. utoring, teaching Sunday School, and many ther types of contact will be acceptable. is also expected that in the fall before the junior and/or senior year each student will arrange to assist and observe, from one to three days, in a school near his home.

221 Education in America. 4. Organization and control of the public schools; relationships with local, state, and federal governments and with international affiliations; roles of the school, the education profession, and the teacher in the community and in a democratic society; contemporary problems in education.

306 Science for Elementary School Teachers. 4. A study of methods and materials for effective teaching of science in the elementary school, including a review of important principles of the physical and biological sciences.

328 Art for the Elementary School Teacher. 4. A study of the aims and philosophy of art education in the elementary school. Practice in use of art media and techniques; selection, preparation, and use of teaching materials. Fee.

345 Health and Physical Education for the Elementary School (Physical Education 345).4. Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education, introduction to practice of teaching techniques, administering activities, and practical school experiences. (Offered both semesters.)

366 Reading and Language Arts in the Elementary School. 4. The principles and practices of a balanced program in reading and the other

language arts; systematic and differentiated procedures on recent research; the fundamentals of reading stressed: word recognition skills, rate, comprehension; all aspects of the total reading program in the elementary school.

386 Materials and Methods in the Elementary School. 4. Integrated with student teaching (Education 400). Emphasis on appropriate materials and methods for level K-3 the first semester (Education 386K), and 4-9 level the second semester (Education 386i).

388 Materials and Methods in the Secondary School. 4. The organization of teaching materials in each student's field of interest; techniques of adjusting materials and learning aids to the need of pupils, curriculum construction; classroom organization and management, and organization of routine activities; observation of actual classroom teaching. Offered both semesters on the block system. Should be taken during the first half of the semester in which student teaching is done.

390 Sociology of Education. 4. Emphasizes the interaction of family, school, and community on the school child; influences of race and class are considered.

391 Early Childhood Education. 4. Consideration of philosophies and principles related to early childhood education. Teaching skills and selection of appropriate materials for preschool and primary education programs. Weekly participation in a preschool day care center is required.

400 Observation and Directed Teaching. 8. One half semester of observation and directed teaching in the area in which certification is desired, supervised by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completic of most courses in one's major.

450 Special Topics. 4. Exploration of special problems of particular interest to students and faculty not covered by regular departmental offerings.

460 Independent Study and Research.

470 Senior Thesis.

490 Departmental Honors.

ENGLISH

Associate Professor Gutsell, Chairman
Associate Professors Behar, Marlette, Morton, an
Assistant Professors Delafield, E. Keiser, and Mc
Instructor Regenos

The Department of English is primarily co cerned with making the study of literature process by which students and faculty wo ing together can better understand the co tinuing attempts of man to evolve literary forms by which he can define his conditio Such a study focuses on the artist as a cre of unique forms and as a spokesman for a critic of his society's most serious concern

religious, philosophical, moral, psychological, and political. The study of literature so conceived is, therefore, a proper core of studies for students interested in a humanistic, liberal arts education. The faculty is as concerned for students who want a significant, liberal arts education as it is for those students who have professional interests in literature.

In addition to the catalog offerings stated below, "special topics" courses are frequently offered when sufficient interest exists among faculty and students (see English 450). Students are encouraged to develop individualized programs out of the standard offerings, the "related areas" requirement, and independent study projects (see English 460). Further details of the program may be obtained from the department.

100 Basic Composition. 4. Techniques of composition for students needing help with fundamentals of organization and grammar. An elective recommended to precede English 101 and 102.

101 Introduction to Literature I. 4. Development of the student's sensitivity to and critical understanding of literary art through varied readings and discussion; basic techniques of composition. Required of all students. Not applicable to major.

102 Introduction to Literature II. 4. Questions of meaning and form approached through intensive study of literary genres; techniques of critical writing. Prerequisite: English 101. Required of all students. Not applicable to major.

106 Developmental Reading, Theory, and Practice. 2. A course in developmental reading and comprehension, emphasizing vocabulary development, study skills, effective reading and interpretation, and methodology of skimming and analytical reading.

200 Introduction to Journalism. 4. Basic study of techniques of journalistic writing. Further work in journalism is regularly available through "special topics" and independent study. Not applicable to major unless approved by department chairman.

210 Creative Writing. 4. Writing laboratory course: student work criticized in class and in individual conferences; class discussion of short stories, poetry, general literary principles. Open to freshmen only by departmental approval. Credit toward a major in English only with departmental approval. Further work in creative writing is possible through independent study.

220 Critical Reading. 4. An intensive introduction to one of the major literary genres, recommended particularly for sophomore majors and for nonmajors wishing an elective in literature.

224 American Literature. 4. Major American writers.

233 English Literature I. 4. General consideration of the most important periods from the age of Chaucer through the eighteenth century; intensive study of representative works.

234 English Literature II. 4. The romantic period to the present. Prerequisite: English 233 recommended.

240 Development of the Novel. 4. A study of the novel from its origins to the present.

300 Modern Poetry. 4. British and American poetry since 1900: forms, techniques, themes; intensive analysis of the work of such poets as Yeats, Eliot, Frost, and Stevens.

301 Modern Fiction. 4. Significant works, mainly British and American: such writers as Lawrence, Forster, Joyce, or more contemporary figures as Durrell, Grass, Bellow, and others according to the interest of students and instructor.

310 Victorian Literature. 4. Questions, doubts, and problems of emerging modern society seen through a detailed examination of such writers as Browning, Tennyson, Arnold, Dickens, Thackery, Newman, Huxley, and Shaw.

320 Romantic Literature. 4. Romanticism: its development, intellectual concerns, and literary forms, as seen in the writings of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

330 Eighteenth-Century Literature. 4. Critical analysis of individual works which reflect the important ideas and assumptions of the Restoration and the eighteenth century; such writers as Dryden, Pope, Swift, Sheridan, Richardson, Fielding, and Sterne.

340 Milton and His Age. 4. Major poetry and prose of John Milton and work of some of his contemporaries considered in relationship to the history and thought of the seventeenth century.

350 Shakespeare (Drama 350) 4. Concentrates on drama, but may include nondramatic works and plays by contemporaries. Approach and works covered vary from year to year.

360 Renaissance Literature. 4. Major themes and forms of Renaissance poetry as exemplified in Spenser, Sidney, Shakespeare, Donne, others; selected prose of the period.

370 Chaucer and His Age. 4. Selections from Chaucer's major works; other important poetry of the period such as "The Vision of Piers Plowman" and "Sir Gawain and the Green Knight."

380 Methods of Teaching English in Secondary School. 4. A study of the goals and methods of high school English teaching, including analysis of standard and experimental methods, laboratory practice, and observation of high school classes. Recommended for second semester junior English majors planning to teach but open to any student on request. An alternative to Education 388.

381 Children's Literature. 4. Introduction to the classics of children's literature and their uses in the elementary school; extensive reading, reports, and the writing of stories and poetry for children. Required of elementary education majors. Credit toward a major in English only with departmental approval.

382 Advanced English Grammar. 4. Review of English grammar; introductory linguistics; history of the language. Specifically designed for students planning to teach. Required for secondary school certification.

400 Senior Seminar. 4. An advanced course for seniors involving a major paper. Subjects vary from year to year. Required of all majors.

450 Special Topics. 4. For specialized interests such as film or for any of the more standard subjects not listed in the catalog; frequently employed by the department to give flexibility and variety to the program.

460 Independent Study. Topic, scope, and conditions of the course to be worked out prior to registration between instructor and student; considered only where serious interests are involved.

470 Senior Thesis. Independent study culminating in an academic paper of serious quality. Recommended for students planning graduate study.

490 Departmental Honors.

FOREIGN LANGUAGES

Professor Hilty, Chairman
Assistant Professors Almeida, Chauvigné, M. Feagins, Hunt, and Thompson
Instructor Payne

The purpose of foreign language study is to broaden and deepen acquaintance with the world about us by discovering new aspects of its cultures and gaining a more intimate knowledge of its peoples. Language provides a unique instrument for this purpose. Introductory courses prepare the student to study the culture of a foreign people as expressed in its literature and history, as well as to begin to communicate orally. Entering students take a placement test and will enter 100, 201, or 202 courses according to their scores. Those placing in 100 will also take 201, and those placing in 201 will also take 202. Anyone placing above 202 may be exempted from the language requirement, or he may enroll in an advanced course. Additional courses may be chosen as electives or approved as a part of the student's related field.

A student may elect to continue the language he studied in high school or begin a

new language, choosing among: French, German, Greek, Italian, Latin, Russian, or Spanish. He should coordinate his choice of language with his overall program, considering carefully both personal interests and professional requirements in his major field. Emphasis is on individual achievement rather than the completion of a specific number of courses. Flexibility is allowed within the 100-202 courses, permitting the student to move up to a higher course on the recommendation of his instructor, or to a lower course if his progress is too slow.

The department offers a major in Spanish. A major in French is offered in cooperation with Greensboro College. A major requires eight courses (32 credits) above the beginning (100) course. A student who majors in one foreign language must study two additional years of another language. Majors are strongly encouraged to have some foreign experience before graduating. Guilford language students may supplement their language program by taking courses at Bennett and Greensboro colleges under a consortium arrangement.

Appropriate courses in history, English, philosophy, sociology, and the arts are recommended as related subjects. Students preparing to teach French or Spanish in the secondary schools of North Carolina must meet the requirements for certification by taking Education 221, 388, and 400; Psychology 224 and 331; and one mathematics course other than 103 or 104. These courses are in addition to the 32 credits required for the major in language.

FRENCH

100 **French I. 4.** Introduction to understanding, speaking, reading, and writing French. Laboratory required.

201 **French II. 4.** Grammar review, selected readings, and conversation with emphasis on good pronunciation. Laboratory required.

202 **French III. 4.** Selected readings in French literature and further development of skill in conversation. Laboratory required.

211 **Survey of French Literature. 4.** A survey of the major French writers from the Middle Ages to the present.

221 **French Civilization. 4.** Studies in the background of French life and culture and the outstanding contributions of France to world civilization. (Offered at Greensboro College as French 233.)

333-334 **French Conversation and Composition. 4,4.** A thorough study of French grammar and the elements of phonetics; intensive practice in original composition and topical conversation. Laboratory required. (Offered at Greensboro College as French 343-344.)

400 **Seminar. 1.** Reading and discussion of current periodical literature and of papers prepared by members of the seminar.

42 Seventeenth-Century French Literature. 4. The later writers: La Fontaine, Boileau, Madame de Sevigne, and others; plays by Racine.

45 Eighteenth-Century French Literature. 4. French literature of the Age of Enlightenment, with emphasis on Montesquieu, Voltaire, Rousseau, and Diderot. (Offered at Greensboro College as French 456.)

46 Nineteenth-Century French Literature. 4. Representative writers of the period with emphasis on the theatre, poetry, and the short story.

47 Twentieth-Century French Literature. 4. The novel.

50 Special Topics. 4.

54 Twentieth-Century French Literature. 4. Theater and poetry. (Offered at Greensboro College.)

55 Seventeenth-Century French Literature. 4. The early writers. (Offered at Greensboro College.)

57 Nineteenth-Century French Literature. 4. The novel. (Offered at Greensboro College.)

60 Independent study.

90 Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

Additional courses in French are available at Greensboro College.

SPANISH

100 Spanish I. 4. An introductory course in Spanish with emphasis on oral-aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

201 Spanish II. 4. One section of this course will be devoted to intensive drill in conversation. Other sections will read materials appropriate for the intermediate level, and all sections will have such grammar review as may be necessary. Laboratory required.

202 Spanish III. 4. Selected readings in Spanish and Latin American literature, and further development of the speaking skill through use of the laboratory. Laboratory required.

221 Spanish Civilization. 4. A general approach to Spanish civilization from its beginnings to the present. (Offered at Greensboro College as Spanish 233.)

222 Latin American Civilization. 4. Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish.

333-334 Advanced Conversation and Composition. 4,4. The finer points of grammar in conjunction with composition and sustained daily practice in conversation.

400 Seminar. 1. Readings and discussion of current periodical literature and of papers prepared by members of the seminar.

441 Medieval and Renaissance Literature. 4. Spanish literature from **El Cid** to the Golden

Age, considering how the literature reflects changing elements within government, church, society, and the individual.

442 **Cervantes. 4.** A study of **Don Quixote** and the **Novelas Ejemplares**, with appropriate critical readings.

445 **Nineteenth-Century Spanish Literature. 4.** Selected readings for class use from the early romanticists to the Generation of '98 and the early twentieth century authors; Spanish novels read independently.

446 **The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels.

447 **The Mexican Novel. 4.** An examination of representative novels emphasizing the way they reflect the search for identity of the nation.

450 **Special Topics. 4.**

460 **Independent Study.**

490 **Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

GERMAN

100 **German I. 4.** Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required.

201 **German II. 4.** Reading of selected material, continued oral and aural practice, writing and grammar review. Laboratory required.

202 **German III. 4.** Readings in German literatu oral and aural practice, and grammar review needed. Laboratory required.

211-212 **Survey of German Literature. 4,4.** A survey of major writers in the German language fro the Middle Ages to the present.

220 **Introduction to German Culture. 4.** Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.

330 **Readings in Special Fields. 4.** Developing skill in translating German selected from the student's major field of interest: science, sociology, religion, etc. Offered on demand.

333-334 **Advanced Conversation and Composition. 4,** The finer points of grammar; intensive work in conversation.

450 **Special Topics in German Literature. 4.** Content determined by need; e.g., classical period (Lessing, Goethe, Schiller), contempo rary literature (or by genre). For majors.

460 **Independent Study.**

490 **Departmental Honors.**

ITALIAN

100 **Italian I. 4.** Introduction to understanding, speaking, reading, and writing Italian. Labora tory required.

01 Italian II. 4. Selected readings from literature, a study of grammar in depth, composition, and conversation with emphasis on good pronunciation. Laboratory required.

RUSSIAN

100 Russian I. 4. Intensive study of the Russian alphabet and pronunciation, important principles of grammar, and beginning conversation. Laboratory required.

201 Russian II. 4. Systematic review of grammar, readings in Russian literature, self-expression in speech and writing. Laboratory required.

SPECIAL TOPICS

FL-450 Special Topics in Foreign Language. From time to time topics such as Language for Foreign Travel, Linguistics, and Esperanto are offered by the department even though they do not fall within the limits of a single language.

GEOLOGY AND EARTH SCIENCE

Associate Professor Almy, Chairman
Associate Professor Harvey
Assistant Professor Clarke

Course work in the Department of Geology and Earth Science introduces the student to the earth and its history. Emphasis is placed on basic knowledge of earth materials and processes which shape them, fundamental concepts of earth history and the evolution of life, and the essential methods and skills required of earth scientists in the library, the laboratory, and the field.

Two major programs are offered. The Bachelor of Science degree in geology should be the objective of those students preparing for professional careers in any of the several branches of the geological sciences. In most cases, graduates planning for employment in government, industry, or higher education will need more advanced training.

Students concentrating in geology normally take eight courses (32 credits) of geology, including 221 or 222, 311, 312, 335, 415, 416, and 460 or 470. The student should also take a minimum of one year of chemistry and either two semesters of calculus or one semester of calculus and one semester of statistics. A year of either physics or biology is recommended for students planning on graduate study.

Those students planning to teach earth science in secondary schools and others not preparing for graduate work in geology should consider the Bachelor of Arts degree in earth science. This program substitutes a greater selection of introductory courses for the more advanced studies in the Bachelor of Science curriculum.

Students concentrating in earth science are

expected to take at least 32 credits in geology and other related fields. Normally, these will include 221, 222, 311, 335, 336, astronomy, one year of chemistry or physics, and one year of biology. Capability in mathematics through college algebra and trigonometry should also be demonstrated. Department requirements, however, are intentionally flexible, so that through discussion of each individual's interests and career goals there can be a definition of the student's academic needs.

GEOLOGY

221 Physical Geology. 4. Elements and principles of physical geology; identification and classification of common minerals and rocks; study of the forces of change, tectonics, weathering, and erosion; analysis of topographic and geologic maps; consideration of the dynamics of global forces and their effect on the physical nature of the earth. Acceptable as a science elective.

222 Historical Geology. 4. Review of the methods used in geological interpretation and the application of these methods to the study of the earth history; a historical account of the discovery of geologic time and the development of evolutionary theory; a discussion of the origin and development of our world, with emphasis on the geological history of life and the geological history of North America. Acceptable as a science elective.

231 Environmental Geology. 4. A study of the materials of which the earth is made, the distribution of those materials, and the processes that act on them; a consideration of this earth as a physical-chemical system, including man and his activities as a part of that system; and development of a basis for judging the balance between man's contribution to pollution and environmental disruption against his need to further develop earth resources for his continued existence. Acceptable as science elective.

250 Field Trip. 1.

311 Mineralogy. 4. Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, geomology, and economic uses of minerals. Acceptable as a science elective with permission of the instructor.

312 Petrology. 4. The description, classification, origin, and evolution of igneous, metamorphic and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; a study of the rock classes in thin section. Prerequisite: Geology 311 or permission of instructor.

335 Structural Geology. 4. The study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift.

36 Geomorphology. 4. The broad study of landforms and the processes involved in their formation: investigation of fluviatile and arid geomorphic cycles; the peneplain concept; geomorphic features associated with wind, ice, igneous activity, underground water, coastlines, gravity, and structural movement.

15 Paleontology. 4. A study of fossils with major emphasis on invertebrates: classification and identification of fossils; the principles of evolution and paleoecology; the application of paleontology to geologic problems, especially its use in stratigraphic studies.

16 Stratigraphy. 4. The description, classification, correlation, and interpretation of sedimentary rocks; the principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology. Prerequisites: Two semesters of geology.

28 Economic Geology. 4. A study of the principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and nonmetallic mineral concentrations. Prerequisites: Geology 312 and 335 or permission of instructor.

50 Special Topics. 4. Subjects of specialized interest such as vulcanology, geophysics, field problems, vertebrate paleontology, geochemistry, hydrology, soil science, marine geology, glaciology; interdisciplinary subjects and courses by visiting instructors when appropriate.

460 Independent Study. Independent and directed research, including field and laboratory experience.

470 Senior Thesis.

490 Departmental Honors.

GEOGRAPHY AND ASTRONOMY

111 Fundamentals of Geography. 4. The physical and cultural environments of man; the diversity and distribution of environmental factors, especially climate, as they relate to cultural patterns, past and present. Man's effect on his environment and its effects on him. Recommended for primary education majors.

113 - 114 World Geography. 4.4. Man and his role in the natural and cultural environments of the earth; variety in human cultural development related to regional differences in world climate and vegetation: the arid and wet lands, the area of Mediterranean climate, the plains and grasslands, the mountains and forest lands, and the polar regions. Emphasis is placed on the developed and undeveloped nations of the world other than those of North America and Western Europe. Recommended for elementary and secondary education majors. Acceptable as an intercultural studies elective.

207 Descriptive Astronomy. 4. An introduction to the night sky; the constellations and the celestial sphere; the motions of the sun, moon, and planets; descriptive and theoretical considerations of the solar system, stars, galaxies, and the universe. Observations by reflecting telescope. Acceptable as a science elective.

224 **Economic Geography. 4.** An analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities. Acceptable as a social science elective.

HISTORY

Associate Professor Stoesen, Chairman
Professors Burrows and J. Moore
Associate Professors Hood and Lockard
Assistant Professors Cooley and Gifford

The Department of History offers the student a major built on basic knowledge of the historical method, broad exposure to several fields of history, and detailed study of smaller segments of history. This program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. The variety of course offerings in the department enables majors in other fields to select courses related to their primary interests.

A major in history consists of eight courses (32 credits) including 101-102; two courses selected from 103, 104, 201, 202; and at least two courses on the 400 level, excluding 450 courses. Majors are required to have at least three courses in American history and three courses in European history. A comprehensive examination, consisting of both oral and written portions, is required of all history majors. History majors intending to pursue graduate study should select additional history courses in lieu of certain electives and acquire a proficiency in more than one foreign language.

Students majoring in history desiring to teach social studies in North Carolina must meet the requirements stated above. In addition, they must take a minimum of five courses divided among three of the following disciplines: anthropology-sociology, economics, geography, political science, sociology. They must take the education requirements for a secondary school certificate, must satisfy college requirements, and must complete one course in mathematics.

The competent student will be encouraged to "test out" of introductory and intermediate history courses and to enroll in 460 or 470 to satisfy his major requirement for advanced history courses. Majors with a sufficiently high grade average in history, plus senior standing, will be encouraged to enroll in History 490.

The Department of History will accept any history course below the 400 level as satisfying the college requirement for one course in history. However, enrollment in courses labelled "intermediate" requires the consent of the instructor.

he Department of History offers courses
n the 350 level to nonmajors in partial satis-
ction of the college requirement for two
urses in intercultural studies. These courses
ay be taken by majors for history credit.

n order to encourage superior work in his-
ry, the history department offers annually
freshman and a senior history prize and one
holarship (the Newlin Scholarship). Two
ndowed lectures each year, the Newlin
ecture in the fall and the Patrick Lecture
n the spring, enable the student to hear
holarly papers presented by recognized
istorians. There is a chapter of Phi Alpha
heta, international honorary history
ociety, sponsored by the department.

NTRODUCTORY COURSES: examination of
asic historical fact, method, and interpretation.

01 Modern Europe to 1815. 4. Major developments in European history from 1500 to 1815: the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution.

02 Modern Europe Since 1815. 4. Europe from 1815 to the present; the consolidation of large nation states, imperialism, the world wars, and the problem of democracy and dictatorship.

03 The United States to 1877. 4. The origin and growth of the United States from colonial times to 1877.

104 The United States Since 1877. 4. Social, political, constitutional, and economic developments since 1877.

INTERMEDIATE COURSES: studies involving more advanced historical techniques in reading, writing, bibliography, and research.

SELECTED AREAS: American History

201 Colonization and Revolution. 4. Attention is focused on the way in which New World conditions influenced the peoples, ideas, and institutions transplanted from Europe; the relations of England with her American colonies; the social and intellectual sources of rebellion; and the adopting of a Federal Constitution. Particular attention is given in this course to the art and skills of the biographer.

202 The Progressive Era. 4. A study of the documents and historical interpretations of the era to demonstrate its meaning to those who made it, and its significance to subsequent generations.

204 North Carolina History. 4. North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

SELECTED AREAS: European History

301 England to 1689. 4. England during its formative period; legal and constitutional development.

302 England Since 1689. 4. England during its imperial and industrial growth; Great Britain's enduring influence on the world.

303 Russia to 1881. 4. Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, the rise of the autocracy, the position of the peasantry, and the revolutionary movement in Russia.

304 Russia from 1881 to the Present. 4. The decline of the autocracy, the 1905 and 1917 revolutions, Soviet Russia's internal development and establishment as a world power.

305 Medieval Civilization. 4. Extensive study of the writings of modern historians, emphasizing the crucial issues and personalities which shaped the modern world.

SELECTED AREAS: Intercultural History

351 Non-Western Civilization. 4. History as a cultural resource diluting ethnocentrism; short studies of non-Western cultures; the common problems faced in the twentieth century by peoples of many different historical backgrounds. Intercultural studies elective.

352 A History of Africa. 4. Major developments in the history of Africa with emphasis on sub-Sahara Africa; early civilizations and institutions, colonial Africa, Africa since 1945. Intercultural studies elective.

ADVANCED SEMINARS: detailed analysis of specialized historical periods or areas, requiring advanced research using primary sources. For the history major or mature nonmajors with the consent of the instructor.

401 United States Diplomatic History. 4. Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

402 European Diplomatic History, 1870-1920. 4. An examination of the diplomatic relations of the European powers preceding World War I and the consequences of the war; a comparison of the social, cultural, and political circumstances before and after the war.

403 Recent European History. 4. Economic, political, and social factors in the major developments in Europe since 1939; contemporary trends in global context.

404 Recent United States History. 4. The influence of politics, wars, and men on the internal affairs of the United States with emphasis on the period since the New Deal.

405 The Age of the Renaissance. 4. Late medieval and Renaissance Europe; literary, artistic, ecclesiastical, and scientific developments.

406 Sixteenth- and Seventeenth-Century Europe. 4. The Reformation, the Counter-Reformation, the rise and decline of the Spanish empire, the Thirty Years' War, and the supremacy of France under Louis XIV.

407 Economic History of the United States. 4. Survey of the principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.

408 American Intellectual and Social History. 4. Ideas and attitudes—their origin, influence,

and modification—are the core of this course, with particular attention being paid to the impact of science and religion on American thought; the intellectual defense of American society and the emergence of dissenters and reformers, intellectual and political; and the development of new approaches in the humanities, education, law, and philosophy.

0 Special Topics. 4. Exploration of an area or a particular problem of interest not included in regular departmental offerings.

0 Independent Study. Independent research or directed study (involving weekly meetings with a departmental adviser); oral or written examination.

0 Senior Thesis. Research and writing of a scholarly monograph.

0 Departmental Honors. Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner. Credit but not honors status granted unless examination grade is B or above.

e following courses offered by other departments ll be accepted for history credit:

assics 411. Greek History.

assics 412. Roman History.

litical Science 442. Seminar in Comparative Foreign Policies.

ciology 353. Cultural History of Latin America.

HUMANISTIC STUDIES

Humanistic Studies Council
Associate Professor A. Deagon, Chairman

Humanistic studies is an interdisciplinary major in which the student builds his own coherent program, suited to his own personal needs and career plans. The student should choose an area that will allow him to explore some aspect of the human condition from different disciplinary perspectives, allowing him to reflect on the process of knowing and the meaning of being human. The student can draw upon the total resources of the college: departmental offerings, independent study, and off-campus experiences. However, he must assume personal responsibility for defining and integrating his field of concentration. This work is to come to focus in some project that integrates the student's various interests at sufficient depth so as to be a genuinely culminating experience.

The Humanistic Studies Council admits students to the major, advises, and approves the individual programs. The council consists of three faculty members, the Academic Dean, and three students majoring in humanistic studies.

To become a major in humanistic studies, a student, normally in the fall of his junior year, must submit in writing a proposal

presenting his rationale for being a humanistic studies major. In addition, he must present a coherent program of study made up of twelve courses and independent studies taken and anticipated (including at least four courses on the 300 - 400 level), a tentative plan for the project culminating this program, and the name of a faculty member within or outside the council willing to advise the culminating project.

INTERDISCIPLINARY STUDIES

Interdisciplinary study takes many forms in the Guilford curriculum. There are two academic majors, humanistic studies and law enforcement, which draw their courses from several departments. The regular curriculum includes intercultural studies, taught in several disciplines, and the required freshman course Being Human in the Twentieth Century.

There are also many opportunities to earn elective credit in courses that take an interdisciplinary approach, such as those courses numbered 450. These courses in Special Topics are frequently interdisciplinary and are offered in many departments as student interest warrants or upon the desire of the department to make them available.

In addition, Guilford students may enrich their learning experience with the wide variety of off-campus programs available.

While many departmental offerings are interdisciplinary in nature, the following courses are offered outside the academic departments and are the responsibility of individual professors and the Academic De

Being Human in the Twentieth Century I, II. 4.4.
Being Human in the Twentieth Century is an interdisciplinary examination of Who am I? and What does it mean to be human in the twentieth century? The course is taught by a team of nine professors from different departments of the college. The course includes small discussion groups, in which students share the experiences and opinions of others, as well as lectures, readings, written assignments, films, and creative projects. The goal of the course is to stimulate the student's interest in and concern for humanity and to give direction and meaning to his future studies by acquainting him with a variety of viewpoints of human existence. Although Being Human in the Twentieth Century is a two semester course it is organized as a single experience rather than two discrete offerings. The course is required of all freshmen.

The first semester concentrates on imagination, self-identity, sexual identity, and freedom. The second semester focuses on the questions of identity and humanity in a broader context. Studies of quantum physics, relativity, evolution, and ecology have significantly changed our views of self and the world. Therefore,

living in a world of vast and confusing complexity, how do we avoid being dwarfed and dehumanized? The themes of social action, freedom, and responsible decision-making become critically important.

01 Comparative Arts I.4. The nuclear materials of painting, literature, and music; their effect on the modes of existence of art works and on gross art structures; the validity of analogies between the arts. Acceptable as the fine arts requirement.

02 Comparative Arts II.4. The problem of order and spontaneity in art; the relation of artistic perception to political philosophical systems as exemplified in the shift from neoclassicism to romanticism in Western Europe. Prerequisite: Comparative Arts 301 or instructor's approval.

Drugs in Contemporary Society. 4. The use of drugs in contemporary society and the factors which have given rise to a drug culture. Medical and social science research, as well as philosophical and biographical materials, will be reviewed in order to understand the relationship of drug use to the individual and to society as well as the prospects for changes in their relationships. Although the interests of the students enrolled will help to shape the course, topics to be considered may well include drug use in historical perspective, the nature and effects of the several classes of commonly used drugs, socio-cultural aspects, psychological aspects, law and public policy, drug education, and alternatives to drug experience. An off-campus seminar may be part of the course.

Off-Campus Seminars. 1. A series of one-week seminars in New York, Philadelphia, and Washington, D.C., are designed to expose students to contemporary issues in society. These are planned for courses in religion, education, political science, art, drama, biology, history, the Guilford Fellows, and students enrolled in the course, Being Human in the Twentieth Century. Elective credit.

Seminar in Marine Biology. 1. Methods of marine biology, problems of collection, preservations, and identification of marine specimens. One meeting each week and a one-week field trip to a marine biology station.

Seminars Abroad. 4. A 65-day study-tour of twelve European countries, including fourteen major cities. Elective credit.

Summer School in London. 8. A six-week summer term in London taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) usually in social science and either drama or literature.

Summer School in Paris. 8. A six-week summer term in Paris taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in French language and culture.

Summer School in Greece. 8. A six-week summer term in Athens taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in classical literature and culture.

Summer School in Latin America. 8. A six-week summer term in Latin America taught by professors from Guilford College and the University of North Carolina at Greensboro. Two courses (4 credits each) in Spanish conversaton and Latin American economics.

LAW ENFORCEMENT

Ed Boelte, Director

Two law enforcement programs are offered, one leading to an A.A. degree and the other to a B.S. degree. Both are interdisciplinary programs in the behavioral sciences and are conducted in cooperation with local, state, and national law enforcement agencies. The faculty is composed of specialists from the local community and members of the Departments of Management, Political Science, Psychology, and Sociology. These programs are designed to prepare students to meet the complex problems of law enforcement in today's urban society.

Associate of Arts Degree

The program consists of sixteen courses (64 credits) of academic work, the equivalent of two years of full-time college study. Twelve credits of general courses include: English 101, Being Human in the Twentieth Century or its approved substitute (two problem-oriented courses).

The area of concentration consists of four courses (16 credits) of law enforcement courses: Law Enforcement 101, 102, and 201-202. Thirty-six credits of problem-oriented courses include study in three areas of the behavioral sciences; three courses (12 credits) are required in each area. The following courses are required: Economics 221-222, Management 335, Psychology 200, 232, and one course selected from Psychology 224, 347, and 442. The following sociology courses are required: 200, 233, and one course elected from Sociology 222, 265, and 336.

Bachelor of Science Degree

The program consists of thirty-two courses (128 credits) of academic work. Core courses in the liberal arts area total twenty courses (80 credits) taken from the areas of specific required courses, distribution requirements, intercultural studies, and electives.

The major field and related field courses total twelve courses (48 credits); of these, eight courses (32 credits) are in the major field, which may be one of these four behavioral sciences: management, political science, psychology, or sociology.

In the management area the required courses are Economics 221-222, Management 215, 224, and 335, plus three additional management courses selected by the student and his adviser.

In the political science area the required courses are Political Science 101, 102, 201, and 203, plus four additional courses selected by the student and his adviser. Law Enforcement 201-202 are acceptable as part of the additional courses. Other recommended courses include: Political Science 202, 222, 223, 335, and 440.

Required courses in the psychology area are: Psychology 200, 241, and 301, with five additional courses selected from Psychology 224, 232, 302, 332, 347, 441, 442, 444, 450, and 460.

In the area of sociology, the required courses are Sociology 200, 220, 233, 339, 440, and 450, with two additional courses in the sociology area selected by the student and his adviser.

The following course work in the law enforcement area completes the program: Law Enforcement 101, 102, 201-202. The area emphasis on law enforcement, together with the student's major discipline and the related fields, becomes an integrated program in behavioral science.

The following courses are recommended for students in the program who are employed in law enforcement or criminal justice, or who plan to seek a career in the criminal justice field.

101 Introduction to Law Enforcement. 4. A survey of law enforcement — the role, history, development, and constitutional aspects of law enforcement. A review of the agencies and processes of the administration of criminal justice.

102 Problems in Law Enforcement. 4. A problem-oriented course designed to cover the framework through which the objectives of the process of social control (criminal justice) are obtained. The administrative, political, and social milieu in which the machinery operates. Discussion and evaluation of observed policies and practices of the field and studies, theories, and procedures. Conflicts between theory and practice are examined, analyzed, and reconciled.

201-202 Criminal Law I and II. 4.4. Constitutional consideration; the law of arrest; the law of search and seizure. Criminal responsibility; defenses. Rules of evidence and proof; competency; witnesses, criminal procedure. Substantive law of crimes; elements of crimes; examination of the felonies and misdemeanors of the General Statutes of North Carolina.

223 Law and Society (Political Science 223). 4. The fundamental principles of law in our judicial system; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Acceptable as a social science elective.

233 Crime and Delinquency (Sociology 233). 4. The nature and causes of crime, crime statistics, analysis of theories and methods of reformation, treatment, and prevention; relationships between criminal behavior and the "normal" society.

335 Constitutional Law I(Political Science 335). 4. The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

336 Constitutional Law II (Political Science 336). 4. The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

450 Special Topics. 4. Topics selected according

to special interests and capabilities of groups of students and instructors, i.e. police and community relations, comparative police systems, criminal psychology, and group counseling techniques for criminal justice personnel.

460 **Research Problems or Independent Study.** Research problems: intensive reading and research on a topic of interest to the student. By departmental approval in the behavioral science area.

Independent study: supervised and reported experiences in institutional services or field work with criminal justice agencies. Open only with departmental approval in the behavioral science area.

MANAGEMENT

Professor Caudill, Chairman
Professor Courtney
Assistant Professors Grubbs and Andrews

The management department offers both the Associate of Arts degree and the Bachelor of Science degree.

The objective of the Department of Management is to promote an understanding of the principles and methodology which govern organizations and administration as well as an awareness of the problems and the larger relationships of the organization to the economy as a whole. To meet the exacting demands of tomorrow's environment, the individual requires not only a high degree of professional competence in the technical aspects of management, but also a broad grasp of economic, social, human, cultural, and political values. Therefore, the management department, while operating within the framework of a specialized discipline, has as its foundation the entire liberal arts program of Guilford College.

The major program requires a minimum of eight courses (32 credits) in management and 16 credits in approved related fields. The management department attempts to develop a specific program to attain the objectives and goals of the individual student. Therefore, by permission of the department, certain variations in the program are allowed. The department offers two basic areas of concentration: accounting and management.

In the area of accounting, the prerequisites are Mathematics 105, Mathematics 115, and Economics 221-222, which will be applicable to the related field requirement. The following courses in management are normally required: 215, 225-226, 325-326, 327, 336, and 428. Management 234, 335, 424, 429, 430, Mathematics 331, Sociology 248, and Psychology 332 are approved as related courses.

In the area of management, the minimum prerequisites are Mathematics 105, 115, and 331, and Economics 221-222 which will be applicable to the related field requirement.

ne following courses in management are ormally required: 215, 224 or 225 and 226, 34, 327, 335, 336, 400 and 424. Economics 21, 322, 331; Sociology 248; and Psychology 32 are approved as related courses.

he Associate of Arts degree in management designed to offer the maximum number of rofessionally oriented courses in the first art of one's college studies rather than aving them until the customary last few emesters. The result is that the student an improve his or her professional com- etence quickly, earning the Associate of rts degree in either accounting or manage- ent, with all of the required course work ully credited toward a baccalaureate legree.

he A.A. program consists of sixteen ourses (64 credits) of academic work or he equivalent of two years of full-time ollege study. It includes five courses (20 redits) of general studies and allows the tudent to select three elective courses 12 credits).

n the area of accounting the following najor courses are normally required: Management 215, 225-226, 327, and 336.

n the area of management the following najor courses are normally required: Management 215, 224, 335, 336, and 424.

In both areas, Economics 221-222 are necessary prerequisites, which will be applicable to the related field requirement.

A two-year Certified Public Accountant certificate program is offered at Guilford College by the management department. This program requires 28 credits in accounting as well as a number of courses in economics and liberal arts. Students working for the certificate may count these courses toward the Bachelor of Science degree in management. This program is designed to satisfy the educational requirements of the North Carolina State Board of C.P.A. Examiners. Students interested in this program should consult with the department chairman about specific requirements.

215 Business Law. 4. The main principles of law which govern the daily conduct of business; contracts, agency, and negotiable instruments, partnerships and corporations; the law of sales, bailments, suretyships, personal and real property, insurance, and wills and trusts.

224 Managerial Interpretation of Accounting Information. 4. Designed for non-accounting majors. Conceptual understanding of financial statements, including analysis of changes in financial position; uses and limitations of accounting data in various management decision problems, such as budgeting, capital expenditure decisions, production and marketing decisions.

225 Elements of Accounting I. 4. Methods of modern accounting practice; theory of accounting as a management information system; study of the accounting cycle and pre-

sentation of financial statements; methods and practices applicable to formal organizations.

226 Elements of Accounting II. 4. Continuation of the study of accounting principles and practices; emphasis on managerial accounting tools for decision making. Prerequisite: Management 225.

234 Statistical Methods. 4. Statistical methods for the solution of management problems including frequency distributions, correlation and regression, time series analysis, index numbers, probability, and statistical inference.

325 Intermediate Accounting I. 4. An analysis of accounting records and closing procedures with emphasis on the corporation; a critical examination, analysis, and application of accounting principles of income determination and valuation of assets, current liability, and corporate equity accounts. Prerequisite: Management 225 and 226.

326 Advanced Accounting. 4. The accounting application of compound interest and annuities, home office and branch accounting, and parent and subsidiary accounting; preparation and interpretation of consolidated balance sheets and profit and loss statements for both domestic and foreign parents and subsidiaries; receiver's accounts, estates and trusts, governmental and institutional accounts. Prerequisite: Management 325.

327 Cost Accounting. 4. A study of cost systems including job orders, process, joint cost and by-product costing; the integration of standards and direct costing in each type of system; emphasis is on relevant cost for management information and decision making. Prerequisite: Management 225 and 226.

328 Intermediate Accounting II. 4. The theoretical concepts and accounting applications of long-term liabilities, long-term investments in corporate securities, and allocation of income taxes; a critical examination and analysis of fund flows, financial statements, and price-level changes; partnership formation, dissolution and liquidation, installment sales, and consignments. Prerequisite: Management 325.

335 Organization and Management. 4. Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institutional; a conceptual, methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. Prerequisite: Management 225 and 226 recommended.

336 Financial Management. 4. Theory, principles and practices of corporate finance, conceptual background, problems of financial allocation of corporate resources, the role of the finance executives; use of problems and cases to demonstrate potential solution involving cash flow, capital structure, rate of return on investments, and capital budgeting. Prerequisite: Economics 221 and 222 and Management 226.

400 Industrial Management. 4. Analysis of the production-operating function in both manufacturing and nonmanufacturing organizations. Developing production policies which

support total organizational goals under varying constraints incorporating analysis of economic, political, and social influences on production.

4 **Marketing Management. 4.** Planning and control of marketing operations as a systems approach; forecasting and planning, modern control techniques, and appraisal of distribution costs and their control. Prerequisite: senior standing or departmental approval.

8 **Auditing. 4.** Auditing theory and practice; the responsibilities and work of the auditor in his examination of financial statements; systems of internal control, accounting procedures, and accounting records and other supporting evidence; generally accepted accounting principles and auditing procedures established by the American Institute of Certified Public Accountants. Prerequisite: Management 325 and 326.

9 **Federal Taxation. 4.** A detailed study of the Federal Income Tax Law covering requirements for filing returns, rates and credit, gross income and exclusions, deductions, depreciation, losses, and basis of capital gains and losses; the filing of returns for individuals, partnerships, and corporations. Prerequisite: senior standing or departmental approval.

0 **C.P.A. Problems. 4.** General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. Examinations; opportunity for review and preparation for the C.P.A. Examination; instruction conducted on an accelerated basis and completed prior to the C.P.A. Examination. Prerequisite all required courses in accounting and related subjects. Acceptable as an elective for majors specializing in accounting; suggested for all students who plan to take the Certified Public Accountant Examination.

450 **Special Topics.** Exploration of areas of particular interest to students and faculty in the management area which are not included in the regular departmental offerings.

460 **Independent Study.** Opportunities under our 460 designation include the following:
Computer Game: Management Simulation. A seminar in the application of analytical techniques and managerial principles to policy formulation and implementation in a complex computer-simulated environment.
Quantitative Methods: Statistics II. Decision models under conditions of certainty and uncertainty including matrix algebra, mathematical programming, allocation, inventories replacement, Markov chains, queuing, utility functions, and incremental analysis.
In addition, the department will offer special independent study programs and work seminar projects as approved.

470 **Senior Thesis.** Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

490 **Departmental Honors.** Independent or directed study in a specialized area; oral examination by three members of the faculty and a visiting examiner.

MATHEMATICS

Professor Boyd, Chairman
Assistant Professors Morrel-Manduley, E. Parker, Reynolds, and Walker

The purpose of the courses offered in the Department of Mathematics is to prepare the student majoring in mathematics to enter graduate school, teach mathematics in the secondary school, enter business or industry as an applied mathematician, or to promote a feeling for and an interest in mathematics for its own sake.

Except for those students in Curriculum II, a major in mathematics consists of eight courses (32 credits). Mathematics 121, 122, and 211 are required together with five selected from those numbered above Mathematics 211. A thesis or, at the discretion of the department, an oral or written comprehensive examination is required during the second semester of the senior year.

To obtain an elementary school certificate at the kindergarten-third grade level, Mathematics 103 is required; and for the fourth-ninth grade level, Mathematics 103-104 are required. To obtain a high school certificate to teach mathematics, Mathematics 311-312 and 321-322 are required. To obtain a teaching certificate in any area other than these, the student is required to take one course in mathematics; this requirement may be met with Mathematics 105, 115, or 121.

Computer facilities are available for faculty and institutional research in King Hall at Guilford College and at Bennett College.

103-104 Mathematics for Elementary School Teache 4,4. Introduction of the real number syster and basic concepts of algebra and informal geometry.

105 Finite Mathematics. 4. Introduction to logi set theory, permutations, combinations, and probability.

115 Elementary Functions. 4. An elementary analysis of algebraic, exponential, and trigonometric functions, especially designed for students planning to take calculus but not having the necessary prerequisites.

121-122 Calculus I, II. 4,4. Analytic geometry, functions, limits, derivatives, antiderivatives, integration, and transcendental functions.

211 Calculus III. 4. Series, partial differentiation multiple integration, and vector analysis.

212 Mathematics for the Physical Sciences (Physics 212). 4. Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequ site: Mathematics 211.

221-222 Foundations of Mathematics. 4,4. An axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics.

31 Theory of Numbers. 4. A study of the properties of integers divisibility. congruences, primes residues, and Diophantine equations.

11- Survey of Geometry. 4,4. An introduction to
12 modern geometry, with emphasis on non-Euclidean geometries.

21- Abstract Algebra. 4,4. Introduction to the
22 following topics: groups, rings, integral domains, fields, vectors, matrices, determinants, and linear transformations.

31 Digital Computers. 4. Components of computers, areas of application, programming, and problem solving.

32 Numerical Analysis. 4. Roots of polynomials, methods of least squares, polynomial approximation, systems of linear equations, and numerical solutions of ordinary differential equations. Prerequisite: Mathematics 122.

41- Statistics and Probability. 4,4. Fundamentals
42 to the analysis and interpretation of statistical data. Prerequisite: Mathematics 122.

01 Advanced Mathematical Methods (Physics 401). 4. Designed to follow Mathematics 212 (Physics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants; functions of a complex variable, partial differential equations, and theory of ordinary differential equations; special functions (Bessel, Lagendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions); calculus of variations, probability, and statistics. Prerequisite: Mathematics 212 (Physics 212).

411- Analysis. 4,4. A rigorous study of functions,
412 limits, sequences, differentiation, and integration.

431- Operations Research. 4,4. Probability, sam-
432 pling, inventories, waiting lines, competitive strategies, linear programming, and dynamic programming.

MATHEMATICS SEMINARS: each of the following seminars may be repeated for credit with the approval of the department provided the content is different. Offered either semester upon sufficient demand.

461 Seminar in Algebra. 1-4.

462 Seminar in Analysis. 1-4.

463 Seminar in Geometry. 1-4.

464 Seminar in Topology. 1-4.

465 Seminar in Applied Mathematics. 1 - 4.

MUSIC

Professor Lowe, Director of Music Program

The music major is one of several programs offered cooperatively through the Greensboro Tri-College Consortium. The Department of Music at Greensboro College is a member of the National Association of Schools of Music, and its requirements for entrance and graduation are in accordance with the published regulations of the National Association of Schools of Music.

The degree requirements of Guilford College have been coordinated with the music degree program at Greensboro College, thus enabling the Guilford student majoring in music to meet all of the standards and regulations of the Greensboro College Department of Music, as well as those of Guilford.

The Department of Music at Greensboro College offers the Bachelor of Music degree, the Bachelor of Music Education degree, and the Bachelor of Arts degree with a major in music. Instruction is offered in theory, musicology, church music, music education, piano, violin, harpsichord, voice, instrumental ensembles, and choir.

A choral program is offered on the Guilford campus, and all Guilford music majors must fulfill their choir requirements in the Guilford choir. They may also participate in the Greensboro College choir if they desire. Practice rooms and instruments are available on the Guilford campus. The college provides transportation for Guilford music majors to the Greensboro College campus. The Director of Music Program at Guilford assists Guilford music majors in working out their programs at Greensboro College.

111 Music Literature. 4. Music Appreciation. An introductory course in music designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Acceptable as fine arts requirement.

112 Music for Classroom Teachers. 4. Designed to aid classroom teachers in providing music experiences for children with emphasis on listening, singing, playing informal instruments, moving to music, and reading readiness.

114 Guilford College Choir. 1. The concert choir presents numerous concerts each season both on and off campus. Concerts for the college include a Christmas concert and a spring concert. The annual tour takes the choir to many music centers throughout the nation. A varied repertoire is presented by the members who are selected from all classes. Choir scholarships are available to students meeting specified criteria. Information regarding these scholarships can be obtained from the Director of Music Program. Membership is by audition. Members of the choir have an opportunity to perform with additional small choral groups such as the Madrigal Singers, the College Chamber Singers, quartets, and octets.

450 Special Topics. 4. Subjects of special interest such as jazz and its relation to the black experience. Offered when appropriate.

The Instrument Ensemble

Qualified students who express an interest in ensemble work may participate in instrumental ensembles for no credit.

Music Fees

Special music fees are charged for private and class instruction in piano, organ, voice, and orchestral instruments. (Refer to the Greensboro College catalog.) Fees are also charged for the use of practice rooms at Guilford College and for use of college orchestral instruments.

PHILOSOPHY

Professor Kent, Chairman
Professors C. Feagins and Hobbs
Associate Professors Beidler and Millholland

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole, and particular concerns arising out of his confrontation with society. Insofar as this may be accomplished through a relatively thorough study of what others have thought, students should come to have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection as he attempts to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative solutions.

The courses of study in this department are offered to students of three general types: those interested in gaining a broad yet integrated appreciation and understanding of human culture; those wishing to explore the rational foundations of particular subjects of special interest to them—most importantly, perhaps their major subject (e.g., the sciences, religion, education, languages, the arts); and those wishing to major in philosophy, whether or not planning to pursue graduate work in the field.

To meet the college philosophy requirement, students not majoring in philosophy may elect any course in philosophy except Philosophy 190, 226, 292, and 450.

A major in philosophy consists of eight courses (32 credits) and normally includes the following courses: 190, 292, 301, 302, 361, and 362. The other courses may be chosen from any of the remaining courses offered by the department with the exception of Philosophy 226 which does not give credit toward a major.

190 Introductory Logic. 4. The rational foundations of clear discourse and valid inference; their application to communication and reasoning in everyday life and the sciences; transition from classical Aristotelian logic to modern symbolic logic; elementary modern logic. Does not satisfy the one-course requirement in philosophy.

200 Introduction to Philosophy. 4. Major philosophical problems, methods, and positions, as set forth in selected works by such philosophical thinkers as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre.

211 Ethics. 4. Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and the obligations claiming his commitment and performance.

221 Philosophy of Religion. 4. The nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

226 Philosophy of Pacifism and Conscientious Objection. 4. The several forms of pacifism and of conscientious objection to war: their rational foundations and implications; philosophical problems raised by them. Does not count toward a major in philosophy and does not satisfy the one-course requirement in philosophy.

292 Intermediate Logic. 4. Logic as a formal deductive system; its methods, foundations, philosophical implications, and practical applications, including such topics as natural deduction, normal forms, and axiomatics. Prerequisite: Philosophy 190 or departmental approval.

301 Ancient and Medieval Western Philosophy. 4. The historical development of philosophical thought in Western civilization in terms of the main periods and chief thinkers, beginning with ancient Greek philosophy and continuing through medieval scholasticism.

302 Modern and Recent Western Philosophy. 4. The historical development of philosophical thought in Westen civilization in terms of main periods and chief thinkers, beginning w late medieval thought and continuing throug early twentieth-century thought.

336 Philosophy of Art. 4. The character of aesthetic experience, the nature of the aesthe tic object, the differentia of the arts, the nature of aesthetic creativity, the problems of standards of taste, and the relation of the artist to the community.

341 Philosophy in the United States and Canada. 4. The historical development of philosophical thought in Canada and the United States from its colonial antecedents up to its contemporary forms.

361 Contemporary Western Philosophy: Analytic Philosophy. 4. The main developments in twentieth-century Anglo-American analytic philosophy.

362 Contemporary Western Philosophy: Phenomenology and Existentialism. 4. The main developments in twentieth-century European and American phenomenological and existential philosophy, with special atten tion given to such problems as authentic being and modern nihilism.

391 Philosophy of Science. 4. Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; the relation of scientific knowledge to other knowledge.

395 Eastern Philosophy: India. 4. The chief varieties and major developments of philoso-

phy in India. Acceptable as an intercultural studies elective.

396 **Eastern Philosophy: China and Japan. 4.** The chief varieties and major developments of philosophy in China and Japan. Acceptable as an intercultural studies elective.

450 **Special Topics in Philosophy. 4.** Content determined by the needs and interests of students and staff: intensive study of a single major philosopher; or intensive study of one major trend or movement in either a given area or a given school of thought; or intensive study of a specific problem. Prerequisite: departmental approval. Counts toward a major in philosophy once only; may be taken more than once as an elective.

460 **Independent Study.** Individual formulation and completion of a significant program of study in the field of philosophy.

470 **Senior Thesis.** Individual study culminating in a thesis of superior quality.

490 **Departmental Honors.** Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner.

PHYSICAL EDUCATION

Professor Appenzeller, Chairman
Associate Professor Maynard
Assistant Professors J. Clark, Jensen, Lambeth, Steele, and Vansant

The major in physical education provides training for students interested in the fields of health, physical education, recreation, and coaching. Eight courses (32 credits) are required for the major, including 117, 225, 227, 334, 335, 336, and 445. As related field courses, physical education majors must take Biology 114 and 115 in the sophomore year and Biology 441 and 442 in the junior year. Physical education majors seeking North Carolina teaching certification must also take Education 221 and 400; Psychology 224 and 331; and one course in mathematics.

The department conducts a program of required physical education for freshmen and sophomores. Four credits in activity courses are required for graduation. These courses consist of conditioning activities, varied team and individual sports, and special corrective instruction adapted to individual students with physical handicaps. In addition, opportunities in the following areas are offered: golf, tennis, snow skiing, horseback riding, swimming (recreational and water safety instructors course), judo, cycling, modern dance, gymnastics, handball, yoga, mime, bowling, folk dancing, jogging and weight training, and ice skating.

An intramural sports program is open to all students.

117 **Health, Safety Education, and First Aid. 4.** A study of health as related to the whole

body; a practical application in safety education and first aid.

225 Principles, Organization, and Administration of Health and Physical Education. 4. A general introductory course; orientation of health, recreation, and physical education. Problems and procedures in health and physical education and the administration of an interscholastic athletic program.

227 Rhythms, Dance, Recreation Games, and Individual Physical Skills. 4. Methods and materials in rhythms, dance, recreational games, tumbling, gymnastics, aquatics, and low group games. This course will require more meetings per week because of practical skills to be learned.

334 Individual and Team Sports. 4. Methods and materials in tennis, badminton, archery, golf, weight training, and wrestling. Methods and materials in touch football, volleyball, basketball, softball, baseball, speedball, track and field, soccer, and low group sports. This course will require more meetings per week because of practical skills to be learned.

335 Adaptive Physical Education. 4. The physically atypical child; development of programs of activities for his physical, social, and psychological development.

336 Evaluation and Measurements. 4. Tests for measuring various phases of a health and physical education program.

345 Health and Physical Education for the Elementary School (Education 345). 4. Concepts of health and physical education, scope of the program, age level characteristics, application of the principles of health and physical education; introduction to practice in teaching techniques, administering activities, and practical school experiences.

384 Methods in Health and Physical Education. 4. Methods and materials for students in the field of health and physical education; fundamentals of teaching in the public schools. Offered the second semester on the block system. Must be taken during the first half of the semester.

443 Officiating and Specialized Team Sports. 4. Concepts of officiating various types of activities and special coaching techniques in team sports such as football, basketball, and baseball. An elective course for senior majors.

445 Kinesiology and Athletic Injuries. 4. Body mechanics; structure and function of the human muscular system especially related to sports and activities. A practical study of athletic injuries; care, prevention, and training room techniques.

PHYSICS

Associate Professor Adelberger, Chairman

The program in theoretical and experimental physics provides a sound preparation for graduate school, or for immediate employment in government, industry, or teaching. There are three types of introductory courses offered: (1) Physics 101 is available for a nonscience major in

rder to fulfill the college's requirement of ne semester of science. (2) Physics 121-22 is a calculus-based physics course for cience and mathematics majors. Physics najors especially should begin with this ourse in their freshman year, if possible, oncurrently with calculus. (3) Physics 111-12 is for science majors who do not take alculus. It is a middle-ground offering etween the other two in terms of mathe-natical level.

ight courses (32 credits) are required for a najor in physics; these normally would be hysics 201, 222, 301, 302, 311, and 322 in ddition to the appropriate 100-level courses. t is recommended that majors planning to o to graduate school in physics also take hysics 411, 450, and 470. The related-field equirement consists of Physics 212 and 401 Mathematics 212 and 401) in addition to alculus. Physics 212 (Mathematics 212) hould be taken as early as possible, normal-y in the sophomore year.

01 Physics for Nonscientists. 4. An introductory course for students of limited mathematical background who are not majoring in a science. Emphasis is on fundamental concepts and principles of physics, modern as well as classical, rather than on detailed facts and calculations. The power and limitations of physics, its relevance, and its role in today's society and environment are also considered. Some experimental work in the laboratory is provided.

111 General Physics I. 4. A study of the fundamental principles and theories of physics, including some of the properties of matter and the physical world. Most of the usual subfields of classical physics are covered in this semester: mechanics, heat, sound, electricity and magnetism, and light. Semiquantitative approach, including problem-solving and laboratory experiments. Prerequisite: knowledge of basic algebra and trigonometry (e.g., Mathematics 115).

112 General Physics II. 4. A continuation of Physics 111. The subfields of classical physics not covered in the first semester are studied first. Then modern physics is studied, including such topics as atomic and nuclear physics, statistical phenomena, quantum theory, relativity, and cosmology.

121 Introductory Classical Physics. 4. An introduction to the study of Newtonian and relativistic mechanics, energy, dynamical systems, periodic motion, heat and thermal energy, and sound. Mathematics 121 is a prerequisite or may be taken concurrently.

122 Introductory Modern Physics. 4. An introduction to the study of magnetism, electricity, optics, and atomic and nuclear physics. This course is a continuation of Physics 121.

201 Optics. 4. Studies in geometrical optics, wave theory, interference, diffraction, and polarization. Elementary principles of quantum and nonlinear optics. Optical techniques developed through laboratory studies.

212 Mathematics for the Physical Sciences (Mathematics 212). 4. Those topics of mathematics which are especially useful to students in the physical sciences. Vector analysis, coordinate systems, complex numbers, ordinary differential equations, Fourier series, Fourier and Laplace transforms. Prerequisite: Mathematics 211.

222 Theoretical Physics: Mechanics. 4. Statics of a rigid body; dynamics of a particle; harmonic oscillations; central-force-field motion; special relativity; analytical dynamics of Lagrange and Hamilton.

301 Theoretical Physics: Electricity and Magnetism. 4. Principles of direct current and alternating current theory and circuits; electric and magnetic fields; inductance and capacitance; magnetic materials; development of Maxwell's equations.

302 Electrical Measurements and Electronics. 4. Measurements involving calibration, capacitance, resistance, inductance, and dielectric constants. Characteristics of vacuum tubes, semiconductors, diodes, and transistors. Measurements involving amplifier circuits, oscillator circuits, counting circuits and gating and logic circuits. Prerequisite: Physics 301.

311 Thermal and Statistical Physics. 4. A study of thermodynamics and statistical mechanics and their application to the understanding of thermal properties of matter. Topics covered include: heat and the temperature concept, equations of state, the first and second laws of thermodynamics, entropy, phase transitions, kinetic theory of gases, classical and quantum statistics, low- and high-temperature physics.

322 Atomic and Nuclear Physics. 4. Properties of atoms, nuclei, and elementary particles. Introduction to the theory of atomic and nuclear structure beginning with the work of Thomson and Rutherford and the Bohr model of the hydrogen atom, and ending with present-day models of the nucleus. Included are such topics as atomic interactions with radiation, photomechanics, relativity, nuclear radioactivity, neutron physics. Prerequisites: Physics 301 and preceding courses.

401 Advanced Mathematical Methods (Mathematics 401). 4. Designed to follow Physics 212 (Mathematics 212). Advanced vector analysis and curvilinear coordinates, tensors, matrices and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Bessel, Legendre, Laguerre, Hermite, Chebyshev, gamma, and beta functions), calculus of variations, probability, and statistics. Prerequisite: Physics 212 (Mathematics 212).

411 Quantum Mechanics. 4. An introduction to modern quantum theory, beginning with de Broglie's wave-particle duality, the Davisson-Germer experiment, and Heisenberg's uncertainty principle. The principal formulations of quantum mechanics are treated: Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, and Dirac's modern theory and Dirac notation. Schrodinger's equation is solved for the following potentials: steps,

square well, linear harmonic oscillator, and central force (hydrogen atom). Electron spin and Pauli's exclusion principle are presented. Applications are made to atomic, nuclear, and solid-state physics, developing further the work begun in Physics 322. Corequisite: Physics 401.

Special Topics in Advanced Physics. 4. Extension of the general theories of physics given in the intermediate-level courses to a level suitable for beginning graduate work, if this has not already been accomplished in those courses. It is expected that most of the time will be spent on topics of current interest in physics today, such as lasers, quantum electronics, nonlinear optics, solid-state physics, superconductivity, superfluidity, plasmas, relativity, pulsars, quasars, etc. Topic selection will depend upon student and faculty interests.

Independent Study.

Research and Thesis. Although enrollment herein is normally during a student's final semester, it is expected that a student begin working on various research projects during the intermediate years, this culminating, under the guidance of his adviser, in a well-defined research project his senior year and the writing of a thesis on this work. The thesis is to be in the standard form of technical papers in physics as currently set forth in the American Institute of Physics Style Manual.

POLITICAL SCIENCE

Professor Carroll, Chairman
Professor Burris
Assistant Professors Fike, Grice, and Sebo

Political science is the study of government and politics, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The program in political science is an integral part of the liberal arts program of the college and is designed to contribute to the student's understanding of the political behavior of man in his cultural, historical, and ideological setting. Requirements for a major in political science are sufficiently flexible to allow students to prepare themselves for graduate study in political science or in one of the other social sciences.

Eight courses (32 credits) are required for a major in the department, including Political Science 101, 102, 201, and 203. Students preparing to enter graduate school must also complete Political Science 470 with a program of independent study culminating in a senior thesis. Students with a 2.50 average in the major may apply for admission to an honors program; upon successful completion of the program, they will be awarded departmental honors in political science at commencement. Able students who are not planning to pursue

graduate studies are encouraged to participate in this program but are not required to do so.

All majors (except those studying under Curriculum II) must take 16 credits of related field courses. Normally, these courses must be taken in the following fields: history, economics, psychology, sociology, philosophy, English, religion, and languages. With the approval of the major adviser, related field courses may be taken in other departments. Majors seeking teacher certification in social studies will need to consult with the faculty of the Department of Education. Normally, either Political Science 101, 102, 201, or 203 is prerequisite for all other courses in the department with the exception of those courses in the intercultural studies program. Any course in the department, however, may be taken without prerequisite with the approval of the instructor and the department chairman.

Political Science 101, 102, 201, 203, and 223 are acceptable as social science electives.

101 The American Political System. 4. The policy-making process in the United States; political culture, political ideologies, structure and function of both official and unofficial political institutions. Acceptable as a social science elective.

102 Political Systems of Western Europe. 4. A comparative analysis of the political systems of Great Britain, France, West Germany, and the Soviet Union; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Acceptable as a social science elective.

201 Introduction to International Politics. 4. Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems. Acceptable as a social science elective.

202 Politics of State and Local Government. 4. Government and politics in the American states; the federal system, the function of political parties and interest groups, the legislature, the executive, and the judiciary.

203 Introduction to the Classics of Political Thought. 4. Critical analysis of some great works which reflect the fundamental themes and assumptions of Western political thought. Acceptable as a social science elective.

222 Comparative Political Parties and Interest Groups. 4. Party systems and interest groups in political systems; their function in the policy-making process of the Western democracies; the process of political modernization in the developing nations.

223 Law and Society (Economics 223). 4. An introduction to social jurisprudence; the fundamental principles of law in our judicial system; legal rights, wrongs, and remedies; contemporary legal issues; a cultural, philosophical, and analytical study of law as a decision-making process and as a social science related to other disciplines. Acceptable as a social science elective.

Asian Political Systems: South and Southeast Asia. 4. The structure of government and the dynamics of politics in the countries of south and Southeast Asia (from Pakistan and India to the Philippines); the impact of colonial policies, nationalist movements, questions of political development and stability. Acceptable as an intercultural studies elective.

Asian Political Systems: East Asia. 4. The structure of government and the dynamics of politics in the countries of east Asia (with an emphasis on China and Japan): nationalist movements, ideologies, and the questions of political development and stability. Acceptable as an intercultural studies elective.

Constitutional Law in the Political Process I. 4. The role of courts and judges in the policy-making process with emphasis on the relationships among the three branches of the national government and between the national government and the states.

Constitutional Law in the Political Process II. 4. The role of courts and judges in the policy-making process with emphasis on the rights protected against the national and state governments.

Seminar in International Politics. 4. International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Prerequisite: Political Science 201 or permission of instructor.

Seminar in Comparative Politics. 4. Focus on a particular aspect of comparative politics with an emphasis on contemporary theory. The processes of nation-building and political modernization; the legitimacy and stability of political systems; cultural traditions, economic problems, political patterns, and governmental institutions. Prerequisite: Political Science 102 or permission of instructor.

442 Seminar in Comparative Foreign Policies. 4. Foreign policy decision-making in major nations, with particular attention to institutions and processes; the foreign policies of developing nation-states.

443 Political Thought: Ancient and Medieval. 4. Major developments in political thought from Plato to the end of the Middle Ages; the classics as a foundation of modern political analysis.

444 Political Thought: Modern. 4. Leading political thinkers from the Reformation to the present; the relationship of their ideas to the politics of the times and to modern political analysis. A reading course for majors offered on demand.

450 Special Topics. 4. Exploration of an area or a particular problem of interest to students and faculty in political science but not included in regular departmental offerings.

460 Independent Study.

470 Senior Thesis.

490 Departmental Honors.

PSYCHOLOGY

Dana Professor Aiken, Chairman
Professor Norton
Assistant Professor Kaufman
Instructor Williams

The program in psychology emphasizes the contribution psychology can make to a liberal education through stimulating intellectual development, personal growth and adjustment, respect for others, and the feeling of social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in such fundamental areas of investigation as motivation, perception, learning, personality, and social interaction. The student comes to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. The student will be helped to see personality as the continuous development, organization, and readjustment of a biosocial organism in a physical universe with which it must come to terms. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity, decreased emotionality, and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits), including 200, 241, 30 and five additional courses selected accordi to a plan worked out with the major adviser. A list of alternative plans and detailed course sequences for pursuing a major in psychology may be obtained from the adviser or any departmental staff member.

For students interested in clinical or other applications of psychology, field experience will be arranged. Should the student wish to undertake original research, the department will offer assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

200 General Psychology. 4. An introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Acceptable as a social science elective.

4 Child and Adolescent (Developmental) Psychology. 4. The psychological aspects of human growth and development from birth through adolescence, with emphasis on emerging capacities and expanding behavior. Acceptable as a social science elective.

2 Personality and Adjustment. 4. The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. Acceptable as a social science elective.

1 Introductory Statistics (Biology 241). 4. Application of methods for collecting and handling behavioral science and educational data, and for making inferences from such data.

1 Experimental Psychology. 4. A laboratory course in designing, conducting, and reporting experiments in perception and learning; study of contemporary research on pain, hypnosis, and social stimuli. Prerequisite: Psychology 200, 241.

2 Learning and Behavior Modification. 4. A laboratory course in the theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200, 241.

1 Educational Psychology. 4. The application of research on human learning, motivation, social interaction, and individual differences to teaching/learning problems in the elementary and secondary school classroom.

332 Industrial and Organizational Psychology. 4. Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.

336 The Exceptional Child. 4. The psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, the intellectually superior, the physically handicapped, and the emotionally disturbed; observation of exceptional children in specialized educational settings.

337 Emotional Disturbances in Childhood. 4. Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and on treatment procedures. Prerequisite: Psychology 224 or 232.

340 Psychobiology (Biology 340). 4. Study of the nervous system in relation to behavior, with special emphasis on neural bases of emotion, motivation, perception, learning, memory, and consciousness; laboratory involves small animal surgery to investigate brain-behavior relationships.

347 Social Psychology. 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social

interaction. Prerequisite: Psychology 232 or consent of instructor.

441 Theories of Personality. 4. The major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Prerequisite: Psychology 232.

442 Abnormal Psychology. 4. Abnormal behavior studied in the context of modern life; genetics, socio-cultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

444 Psychological and Educational Testing. 4. The construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales.

445 History and Contemporary Issues. 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five units (20 credits) in psychology including 301. Nonmajors admitted by departmental approval.

450 Special Topics. 4. Subjects of special interest such as psychology of crime and criminal behavior, group counseling, interviewing techniques, behavior genetics, biofeedback, and computers in the behavioral sciences.

451 Advanced General Psychology. 4. A survey of contemporary developments in psychology at an advanced level. Prerequisite: senior standing and five units (20 credits) in psychology including 301.

460 Research Problems. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval.

470 Senior Thesis.

490 Departmental Honors. Independent or directed study in a specialized area; oral examination by three faculty members and a visiting examiner. Credit to be determined.

RELIGION

Associate Professor Stoneburner, Chairman
Professor J. F. Moore
Assistant Professors Keiser and Pipkin

The religion department at Guilford has a twofold purpose. First, it aims to develop an ability in each student to cope fruitfully with fundamental human problems, both personal and social, from within his own religious perspective enriched by the world-wide heritage of religious experience and reflection. Second, it aims to develop in those students interested in majoring in religion a competence in handling the basic problems of religion as an intellectual discipline. The offerings of the Department of Religion focus on significant religious issues and concerns, both historical and contemporary, and on the intersection between religion and other dimensions of culture.

he student who is fulfilling his religion equirement is welcome to take any of the ourses offered by the department lthough in particular instances he may eed to obtain the permission of the nstructor). If he wishes to obtain a broad ntroduction to religion in its historical evelopment or in its contemporary setting, e would especially call his attention to eligion 200 or 201. The other courses are lanned for those who wish to pursue a ore narrowly defined problem or subject.

major must take a minimum of eight ourses (32 credits) in religion. In general, e will be expected to take the following ourses: 202, 215, 216, 232, 310, and 337. e also will take two of the following: 222, 21, and 422. Alternatives to these require- ents may be worked out in consultation ith the department, so that each student's rogram may be designed for his or her own ecific vocational or academic goal. Those udents who are anticipating some form of inistry within the Society of Friends are rongly encouraged to take the course in uakerism.

0 Orienting in the Contemporary Religious Situation. 4. Introduction to a variety of major current religious issues, such as the religious dimensions of the self, the relationship of religion to society and to science, and the nature of religious knowing and language. Emphasis will be placed on the student's own quest for meaning and in helping him to bring his own position into sharper focus.

201 The Judaeo-Christian Tradition. 4. Consideration of the Biblical roots of this tradition and the development of Judaism, Catholicism, and Protestantism; discussion of basic religious problems.

202 Non-Western Religions. 4. Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Intercultural elective.

210 Quakerism. 4. History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions.

215 Old Testament. 4. Introduction to the history, literature, and religious thought of the Old Testament.

216 New Testament. 4. Introduction to the history, literature, and religious thought of the New Testament.

222 Contemporary Theology. 4. The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generation, such as Barth, Bultmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Rahner, Kung, and Dunne.

232 Christian Ethics. 4. Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community.

302 Religion in Literature. 4. An intercultural examination of the emergence and development of religious ideas and practices as found in a variety of creative literary works, past and present.

310 Religion: In Interdisciplinary Perspective. 4. Explorations in problems lying on the boundaries between religion and the natural sciences, social sciences, and humanities; may be taught jointly with faculty from these other disciplines. Examples are: evolution and the quest for meaning, secularization of the eschaton, religion and the arts, religion and psychology.

337 History of Christianity. 4. The development of Christianity from its beginnings to the end of the nineteenth century through a consideration of major thinkers, events, and institutions.

421 Contemporary Images of Man. 4. An inquiry into the nature and destiny of man as viewed by a number of significant "religious" and "secular" thinkers, such as Keen, Camus, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Heschel. Some of the issues to be considered are: finitude, freedom, play, imagination, death, technology, and secularization.

422 Contemporary Religious Problems. 4. Exploration of one major problem, such as the nature of religion, of religious language, of religious knowing, or of God in the light of such thinkers as Merleau-Ponty, Wittgenstein, Polanyi, Marcel, Tillich, Eliade, Bellah, and Berger.

440 Seminar in Historical Studies. 4. A considera tion of the influence of one or several formative thinkers on religion (e.g., Augustine, Luther, Kierkegaard); or of the religious situation within one cultural period (e.g., the Enlightenment); or of the religious history of a particular country (e.g., America); or a specific historical theme (e.g., religious utopianism).

445 Seminar in Biblical Studies. 4. Intensive consideration of such topics as the Prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writi

450 Special Topics. 4. Intensive study of a problem or area of interest to students and a mer ber of the religion department faculty that is not included in the regular departmental offerings.

460 Independent Study. Individual formulation and completion of a significant program of study in the field of religion.

470 Senior Thesis. Individual study culminating in a thesis.

SOCIOLOGY AND ANTHROPOLOGY

Associate Professor Gottschall, Chairman
Dana Professor Zopf
Assistant Professors Bailey, R. Johnson, and Laut
Instructor R. White

Students seeking professional careers in law religion, government service, politics, teaching, social work, group work, recreation,

business, public relations, human relations, labor relations, communications, or personnel work are invited to develop a major or related field in sociology. A student is not seriously considered as a major, however, until he has completed three courses, including Sociology 200 and 220.

A major in sociology and anthropology requires eight courses (32 credits) including Sociology 200, 220, 339, 440, and at least one course numbered 450 or approved equivalent. Considerable variety in choice of the remainder of the courses in the major and related fields is possible. A substantial proportion of the major courses—usually at least 24 credits—must be taken at Guilford or from colleges in the consortium.

Students planning careers or graduate study in social work should include Sociology 224, 233, 265, 335, 336, and 337. In addition to these courses it is strongly recommended that they include Psychology 224, 232, 336, 442, and 444 in the field of concentration. Students intending a career in social work also will have their personal suitability for the profession of social work continually evaluated in addition to the usual academic evaluation.

Special research projects, independent study, and field work with social agencies may be arranged with departmental permission. The department will allow up to three courses (12 credits) on field work, research, and thesis in approved cases. A semester or a summer of study abroad also is encouraged for qualified students.

In addition to specific content listed below, each course will focus to some extent on social processes, especially those that help to create and resolve social problems.

200 Principles of Sociology. 4. The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, socialization, and personality structure. Acceptable as a social science elective.

220 Social Problems. 4. Content may vary from instructor to instructor, but the course will cover the major problems of contemporary society: family disorganization, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, alienation, racial and ethnic conflict, population problems, and international disorganization. Acceptable as a social science elective.

221 Sociology of Rural and Developing Areas. 4. Demography and human ecology of rural areas; social organization and structure, including forms of settlement, land tenure, size of holdings, systems of agriculture, stratification, and the major social institutions; social processes, including cooperation, competition and conflict, homogenization, mobil-

ity, and change; socioeconomic development of emerging nations.

222 **Sociology of Urban Life. 4.** Urban ecology, migration, succession, differentiation, stratification, and social institutions in urban areas; major problems generated by urbanization, including conflict, depersonalization, selective migration and segregation, and the quality of urban life.

224 **Marriage and the Family. 4.** A study of courtship, marriage, and the family; practical problems of dating, engagement, marriage, parenthood, and the family in contemporary society. Acceptable as a social science elective.

233 **Crime and Delinquency. 4.** The nature and causes of crime, analysis of theories and methods of reformation, treatment, and prevention; relationships between criminal behavior and the "normal" society; crime in relation to cultural history; the operation of the court system. Required for the A.A. degree in Law Enforcement.

248 **Industrial Sociology. 4.** Interpersonal relations in work situations; the sociology of occupations and socioeconomic classes; factories and comparable organizations as social systems; forms of group life, complex organization, and bureaucracy; effects of business and community on each other.

265 **Racial and Ethnic Relations. 4.** Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; the present status of racial and ethnic groups in the United States and throughout the world; dynamics of their changing relations.

305 **Social Structure and Dynamics. 4.** Social differentiation and stratification; social systems; dynamics and processes of change; comparison of structural-functional and conflict emphasis.

318 **Demography. 4.** Theory, determinants, and consequences of population conditions; size and distribution, composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rates of growth.

335 **Introduction to Social Work. 4.** Developmental history and description of the social work profession with emphasis on its goals, methods, fields, and relations, small group helping professions; secondary emphasis involves the development of the student's self-understanding as a beginning professional. Open only with permission of instructor.

336 **Community and Community Organization. 4.** Community and problems of community organization in urban settings; planning, financing, publicizing, organizing, and coordinating public, quasi-public, and private agency services for the community; recent civil rights poverty, and involvement programs. Prerequisite: Sociology 335.

337 **Field Work. 4.** Supervised and reported experiences in human relations, small group or community organization projects, institutional services, work camps, or field work with social agencies. Open only with departmental approval.



339 Methods of Research. 4. An examination of the scientific method: the logic, philosophy, and methods; the distinct limitations and reasonable potential of this method of producing knowledge; science as a controlled yet creative enterprise; the unity of science and humanistic values; science as a social system; a brief, nontechnical introduction to the major classes of research techniques in sociology.

353 Cultural History of Latin America.4. Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; cultural development and the contemporary situation, including resources, social institutions, liabilities, international involvement, and current problems. Acceptable as an intercultural elective.

354 Cultural History of South Asia. 4. A study of the major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective. This includes village and urban life, language, literature, art, and political and social structures. Acceptable as an intercultural elective.

392 Cultural Anthropology. 4. The physical development of man from fossil prehominids to modern man; the archaeological past and its relation to the present; the development of cultural man; cultural anthropological concepts: kinship systems, social structure, political structure; social and cultural change; cross-cultural examples. Intercultural elective.

440 Social Theory. 4. Basic social theory and nontheoretical thought; early philosophical bases, nineteenth-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems, including forms, functions, and processes.

450 Special Topics Seminar. 4. Topics selected according to special interests and capabilities of groups of students and instructors; may include particular aspects of cultural and physical anthropology, social work, human relations, social problems, urban planning, the sociology of religion, the sociology of education, demography, political sociology, and others.

460 Independent Study.

470 Senior Thesis.

Personnel



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Emeriti

HAROLD M. BAILEY, B.A., M.Ed., Associate Professor of Education, 1948-1969

CARL C. BAUMBACH, B.M., M.M., Associate Professor of Music, 1950-1968

EVA GALBREATH CAMPBELL, B.A., M.A., Ph.D., Professor of Biology, 1924-1961

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On Leave

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971

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HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor of Chemistry, Dana Professor Emeritus, 1931-1973

CLYDE A. MILNER, B.A., M.A., B.D., Ph.D., LL.D., President of the College and Professor of Philosophy 1930-1965

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ALGIE I. NEWLIN, B.A., M.A., Dr.Sc.Pol. (Geneva), Professor of History and Political Science, 1924-196

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E. GARNESS PURDOM, B.A., M.S., Ph.D., D.S., Professor of Physics, Dana Professor Emeritus, 1927-1973

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EDNA L. WEIS, B.A., B.S., M.A., Assistant Professor of English, 1946-1964

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Greensboro College Music Faculty

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B.M. Ed., DePaul University; M.M.Ed., Northwestern University

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B.M., M.M., Northwestern University; Eastman School of Music

**JO PLUM HANSEN, Assistant Professor of Stringed Instruments
B.M., M.M., Northwestern University

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**Part-time

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ANNE WOODWARD, Assistant Professor of Voice
B.M., Greensboro College; M.A., Teachers College, Columbia University

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Charles C. Hendricks, Associate Director
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William M. B. Fleming, Jr., Counselor
Ann Whitley, Counselor

Correspondence Directory

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Financial Aid	Donovan M. Woodside, Jr., Director of Financial Aid
Job Placement	J. Richard Woodward, Director of Placement
Gifts or Bequests	Allan Herrick, Director of Development
Records	Floyd Reynolds, Registrar
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Student Housing	Andrew W. Gottschall, Jr., Dean of Students
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Address all Correspondence to: Guilford College, Greensboro, North Carolina 27410

*Part-time

COLLEGE CALENDAR 1973-74

Residence halls open for freshmen - 1:00 p.m.	Fri., Aug. 24, 1973
Registration for freshmen - 8:00 a.m. - 3:00 p.m.	Sat., Aug. 25, 1973
Residence halls open for upperclassmen - 1:00 p.m.	Sun., Aug. 26, 1973
Registration for upperclassmen - 8:00 a.m. - 12:00 noon	Mon., Aug. 27, 1973
Classes begin - 8:00 a.m.	Tues., Aug. 28, 1973
Monday classes meet	Wed., Aug. 29, 1973
Last day to settle accounts	Tues., Sept. 4, 1973
Last day to add a course or change class sections	Mon., Sept. 10, 1973
Last day to drop a course with grade of W	Mon., Sept. 24, 1973
End of first quarter	Fri., Oct. 12, 1973
Last classes before Fall Break - Thursday classes	Wed., Oct. 17, 1973
Residence halls close from 10:00 a.m.	Thursday, Oct. 18, 1973
to 1:00 p.m.	Tues., Oct. 23, 1973
Classes resume - 8:00 a.m. - Friday classes	Wed., Oct. 24, 1973
Last day to drop a course with grade of WP	Fri., Oct. 26, 1973
Homecoming	Sat., Oct. 27, 1973
Thursday classes meet	Wed., Nov. 21, 1973
No classes Thanksgiving Day	Thurs., Nov. 22, 1973
Last classes	Fri., Dec. 7, 1973
Reading day	Mon., Dec. 10, 1973
Examinations begin	Tues., Dec. 11, 1973
Examinations end - 12:00 noon	Tues., Dec. 18, 1973
Residence halls close from 3:00 p.m.	Tues., Dec. 18, 1973
to 1:00 p.m.	Sun., Jan. 6, 1974
Registration for second semester	Mon., Jan. 7, 1974
Classes begin - 8:00 a.m.	Tues., Jan. 8, 1974
Monday classes meet	Wed., Jan. 9, 1974
Last day to settle accounts	Tues., Jan. 15, 1974
Last day to add a course or change class sections	Mon., Jan. 21, 1974
Last day to drop a course with grade of W	Mon., Feb. 4, 1974
End of first quarter	Fri., Mar. 1, 1974
Last classes before spring break	Fri., Mar. 8, 1974
Residence halls close from 10:00 a.m.	Sat., Mar. 9, 1974
to 1:00 p.m.	Sun., Mar. 17, 1974
Classes resume - 8:00 a.m.	Mon., Mar. 18, 1974

ast day to drop a course with grade of WP	Mon., Mar. 18, 1974
ast classes	Fri., Apr. 19, 1974
eading day	Mon., Apr. 22, 1974
xaminations begin	Tues., Apr. 23, 1974
xaminations end - 12:00 noon	Tues., Apr. 30, 1974
ommencement	Sat., May 4, 1974



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Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

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SUMMER SCHOOL

1973

May 14 to June 16

June 18 to July 21



Bennett College

Greensboro College

Guilford College

GREENSBORO

TRI-COLLEGE CONSORTIUM

GREENSBORO TRI-COLLEGE CONSORTIUM

Bennett College, Greensboro College, and Guilford College have enriched their summer programs by instituting a joint summer session held on the campus of Greensboro College and the adjacent Downtown Campus of Guilford College. The combined summer school, an extension of the mutual cooperation existing between the three private colleges, is sponsored by the Greensboro Tri-College Consortium.

The member colleges, recognizing their common bond as small, church-related liberal arts institutions, formed the consortium in 1968 in an effort to enrich their respective programs without sacrificing their own distinctive characters. During the 1968-69 academic year ,the schools began sharing library resources, guest lecturers, and specialized faculty members. Students registered in any one of the colleges are also allowed to take courses at either of the other colleges for full credit and without additional registration or fees.

The joint summer session is viewed as a logical extension of the present spirit of cooperation existing among the three Greensboro, North Carolina, colleges. In addition to being able to offer twice as many summer courses as has been possible in the past, the combined summer school permits a number of advanced and specialized courses.

As an integral part of the regular academic program of the colleges, the summer session is designed for students who wish to continue their education during the summer, teachers who wish to pursue work in their special field, and individuals who wish to further their formal education. Through attendance at summer sessions, it is possible for students to complete their baccalaureate study in three years.

The summer session courses are taught by members of the regular teaching faculties of all three colleges and cover the full content of the courses given during the fall and spring academic sessions. Credits up to seven hours per session may be earned during the summer.

Students enrolled in the Tri-College Summer School have a variety of courses from which to choose. The courses include: art, biology, economics, education, English, French, Spanish, geography, geology, humanities, history, mathematics, music, philosophy, physical education, political science, psychology, religion, sociology, special education and speech.

Several courses and workshops are offered especially for public school teachers who wish to renew teaching certification, who desire additional training or who wish to gain proficiency in working with the exceptional child. Teachers may elect to take other courses in either the day school or the evening session.

Each of the three consortium members is fully accredited by the Southern Association of Colleges and Secondary Schools.

ADMISSIONS

Students enrolling in the Greensboro Tri-College Consortium Summer School must meet all admission requirements. Students who are attending other colleges must present a statement of good standing from that institution and should have approval for courses to be taken. Students who have not matriculated at any college previously must present evidence of high school graduation and a transcript of secondary school work.

EXPENSES

Tuition charges for courses are $40.00 per credit hour. All students enrolled in summer school will pay a $10.00 registration fee. Courses may be audited for a charge of $50.00 per course. A $2.00 activity fee is charged to all students living on the campus. The special student teaching fee for students in the practicum is $50.00. Room and board are provided for $26.00 per week.

Private music instruction, consisting of two forty-five minute sessions per week, will be available at a charge of $95.00 per session.

ALL FEES ARE PAYABLE AT REGISTRATION.

There will be no refunds for withdrawal after the second day of classes.

LIVING ACCOMMODATIONS

New dormitories for men and women on the Greensboro College campus will be used to house students. Students taking courses in the evening program may live in the dormitories if they wish to do so. Each student will provide his own linen.

Meals are served from 7:15-8:00 (breakfast); 12:15-1:30 (lunch); 5:15-6:00 (supper).

REGISTRATION AND REGULATIONS

Day Program—Two five-week sessions.

Registration 1st Session: Cowan Hall, Greensboro College, Monday, May 14, 9:00 A.M. to 12:00 Noon and 1:00 P.M. to 2:30 P.M.

Registration 2nd Session: Cowan Hall, Greensboro College, Monday, June 18, 9:00 A.M. to 12:00 Noon and 1:00 P.M. to 2:30 P.M.

Night Program—Registration: Those students currently enrolled at the Downtown Campus of Guilford College will register for all classes, day or night, at the Downtown Campus on Monday, June 14, from 6:30 to 9:30 P.M.

Regulations

Bennett, Greensboro, and Guilford College students will observe the academic regulations and procedures of their respective colleges. The social regulations of Greensboro College will be observed by all students.

THE COLLEGES RESERVE THE RIGHT TO CANCEL CLASSES WHICH HAVE AN ENROLLMENT OF LESS THAN 10 STUDENTS.

General Meeting of all students on Monday, May 14, at 4:30 P.M. in Odell Auditorium.

COURSE LOAD AND TRANSCRIPTS

The maximum course load is 7 credit hours per session.

At the student's request a transcript of his summer school work will be sent to the registrar of the college where he will enroll in the fall.

GREENSBORO TRI-COLLEGE CONSORTIUM
SUMMER SCHOOL
FIRST SESSION — MAY 14 - JUNE 16

Course No.	Description	Instructor	Period	Credit
Art 116	Introduction	Adams	3	3
Art 213 (Ed. 328)	Arts and Crafts for Elementary Teachers	Adams	1	3
Art 222 or 322 (221 or 222) 129 or 130*†	Painting	McMillan	2	3
Biology 101 (114) 101*	General	Smith	1 (Lab 1:30-4:30)	4
Biology 233 (441) 104*	Human Anatomy & Physiology	Bryden	3 (Lab 1:30-4:30)	4
Chemistry 101 (111) 101*	General	Kadunce	2 (Lab 1:30-4:30)	4
Economics 104 (Geog 111) 101*	Fundamentals of Geography	Clarke	1	3
Economics 111 (221) 121*	Principles	Parkhurst	3	3
Economics 349 (442) 133*	Public Finance	Parkhurst	1	3
Education 304 (390) 133*	Parents, School, Community Relations	C. Johnson	2	3
English 101 (101) 101*	Composition & Literature	Boone	3	3
English 103 (210) 127*	Creative Writing	Wright	3	3
English 261 (223) 123*	American Literature	Boone	2	3
English 344 (381)	Children's Literature	Bunn	4	3
English 401**	Irish Studies	Wilson	1	3
French 111 (100) 101*	Beginning	Misenheimer	1	3
French 221 (201) 103*	Intermediate	Misenheimer	2	3
Geography (113)	World Geography	Clarke	2	3
Geology (450)***	Seminar West (Western Field Trip)	Almy	TBS	4
German 111 (100) 101*††	Beginning	M. Feagins	1	3
German 221 (201) 103*††	Intermediate	M. Feagins	1	3
History 101 101*	World	Grayson	2	3
History 241 (103) 121*	United States to 1877	C. Smith	1	3
History 478 (403)	Europe: WWI to the Present	Grayson	3	3
Math 101 103*	Fundamentals	Garner	2	3
Math 111 (103)	Basic Principles (for elementary teachers)	Davis	3 (Lab 2:00-3:00)	4
Math 153 (115)	Elementary Functions	Boyd	1	3

Course No.	Description	Instructor	Period	Cred
Math (331) 139*	Digital Computers	Watkins	2	3
Math 236 (341) 123*	Statistics & Probability	Garner	1	3
Music, Applied	Organ Piano	Foster Pinnix	TBS TBS	
Music Education 331 148*	Materials & Methods for elementary teachers	McDonald	5	3
Music Theory	Theory (Private Basis)	Beyer	TBS	
Philosophy 213 (200) 101*	Introduction	Kent	3	3
Physical Education (450) 143*	Philosophy of Recreation and Leisure in Society	Chaney	2	3
Physical Education 216	Swimming	Taylor	5	1
Physical Education 328 140*	Introduction to Recreation Leadership	Chaney	3	3
Physical Education 341 (345) 129*	Principles of Physical Education	Taylor	4	3
Political Science 101 (202) 103*	State and Local Government	Burris	2	3
Political Science 201 (101) 101*	American Government	C. Smith	3	3
Psychology 151 (200) 111	Introduction	Denmark	1	3
Psychology 152 (331) 106*	Educational	Denmark	3	3
Psychology 361 (232)	Personality Adjustment	Kaufman	2	3
Religion 101 (105) 103*	Old Testament	Hull	1	3
Religion (201)	Judaeo-Christian Tradition	J. F. Moore	1	3
Religion (202)	Non Western	J. F. Moore	2	3
Religion 351	Christianity as Encounter	Hull	3	3
Sociology 201 (200) 101*	Introduction	Bundy	3	3
Sociology 202 (220) 119*	Social Problems	Bundy	4	3
Spanish 111 (100) 101*	Beginning	Tano	1	3
Spanish 221 (201) 103*	Intermediate	Tano	2	3
Speech 102 (100)	Public Speaking	Hart	4	3
Speech 211 105*	Phoenetics, Voice & Diction	Hart	2	3

†Offered Same Hour—Art 222 (221) 129* for beginners
Art 322 (222) 130* for advanced students and majors

††Offered Same Hour

****Schedule for three weeks in Ireland—Contact Dr. Benjamin Wilson at Greensboro College**

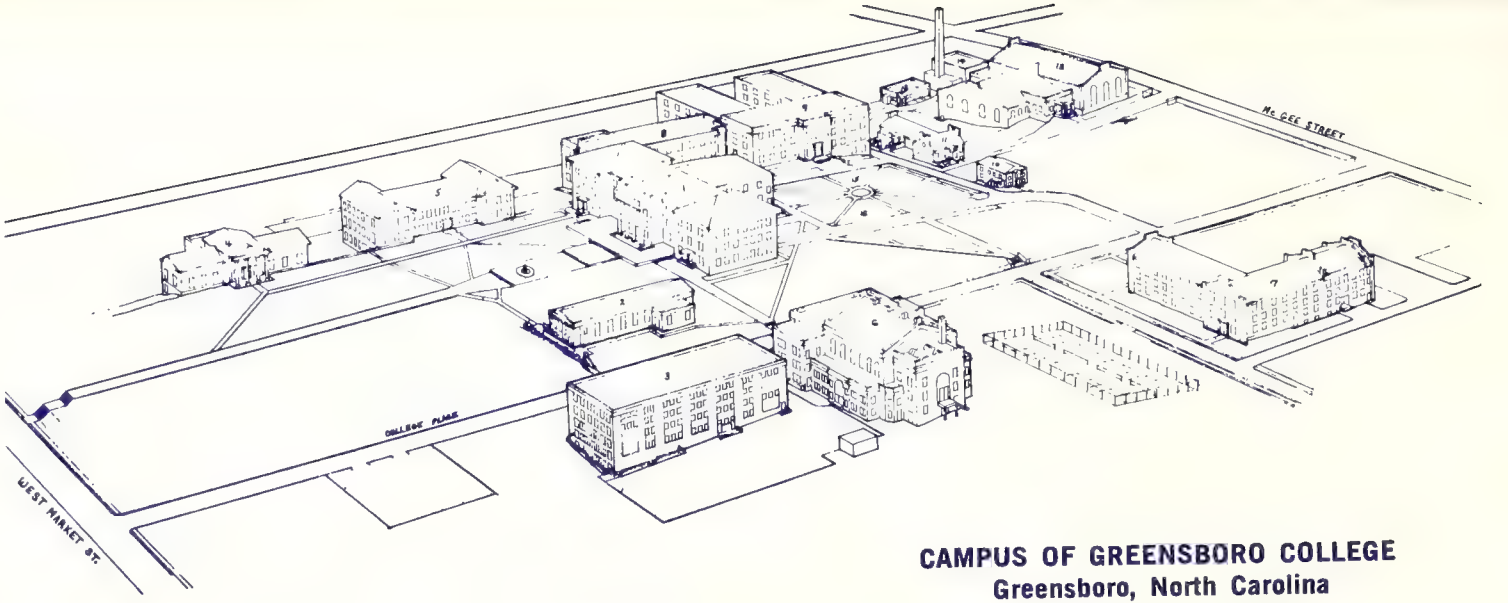
*****To visit Yellowstone, Crater of the Moon, Grand Canyon, 5 days by raft on Colorado River, Indian ruins at Mesa Verde, etc. Purpose: Geological development of the West, the natural history of the west and environmental influence on man. Contact Dr. Charles Almy, Jr., Guilford College.**

TBS—To Be Scheduled.

Course numbers without parentheses are Greensboro College courses.

Course numbers with parentheses are Guilford College courses.

Course numbers with asterisks are Bennett College courses.



CAMPUS OF GREENSBORO COLLEGE
Greensboro, North Carolina

1—Main Building:
Administrative Offices—first floor
Women's Dormitory—second and third floors
2—Hannah Brown Finch Memorial Chapel
3—Cowan Humanities Building (classroom)
4—James Addison Jones Library
5—Arts and Science Building (classrooms and laboratories)
6—Odell Memorial Auditorium and Department of Music
7—Men's Residence Hall
8—Greensboro Building:
Dining Hall—lower level
Women's Dormitory—first, second and third floors
9—New Women's Residence Hall
10—Infirmary
11—Student Center:
Post Office, bookstore and soda shop
12—Gymnasium and Pool
13—Maintenance Building
14—Heating Plant

Two-hour parking on west side of College Place — Unlimited parking in outlined areas on map

SECOND SESSION — JUNE 18 - JULY 21

Course No.	Description	Instructor	Period	Cre
Art 219 or 319†	Ceramics	Kowski	2	3
Art 220	Crafts	Kowski	1	3
Art 231	Arts & Crafts for Exceptional Children	Bondy	3	3
Biology 102 (115) 102*	General	Fulcher	1	4 (Lab 1:30-4:3
Biology 224	Ornithology	Callahan		3 (6:00-8:00 a.m
Biology (442)	Human Anatomy & Physiology	Bryden	3	4 (Lab 1:30-4:3
Chemistry 102 (112) 102*	General	Kadunce	3	4 (Lab 1:30-4:3
Drama 209 101*	Introduction to Theatre	Allison	3	3
Drama 312 (308) 104*	Modern Theatre History	Allison	2	3
Education 140*	Media Technology & Theory	Alcorn	2	3
Education (388) 123*	Materials & Methods in the Secondary School	Reddeck	5	3
Education 411 (400) 125*	Secondary Practice Teaching	Appenzeller	TBS	6
English 102 (102) 102*	Composition & Literature	Behar	3	3
English 272	World Literature	Marlette	4	3
English 262 (224) 124*	American Literature	Marlette	2	3
French 112 (201) 102*	Beginning	Chauvigne	1	3
French 222 (202) 104*	Intermediate	Chauvigne	2	3
Geology 231	Environmental	Almy	3	3
German 112 (201) 102*††	Beginning	M. Feagins	1	3
German 222 (202) 104*††	Intermediate	M. Feagins	1	3
History 102 102*	World	Lockard	4	3
History 242 (104) 122*	United States Since 1877	J. Moore	1	3
Math 112 (104)	Basic Principles	Davis	3	4 (Lab 2:00-3:00
Math (221)	Foundation of Mathematics	Boyd	2	3
Music, Applied	Organ Piano	Foster Pinnix	TBS TBS	
Music 111 (111) 125*	Music Appreciation	Lowe	1	3
Music Education 332	Materials & Methods for Elementary Grades	McDonald	1	3
Music Theory	Theory (Private Basis)	Beyer	TBS	
Philosophy 218 (190)	Logic	Sabre	2	3
Political Science (201) 111*	International Politics	Grice	3	3
Political Science (322)	Asian Political Systems: East Asia	Sebo	4	3
Physical Education 126*	Choreography	Rich	5	1
Physical Education 217	Individual Sports (Tennis)	Reece	4	1
Physical Education 220 103*	Fundamentals of Modern Dance	Rich	4	1
Physical Education 323 (117) 101* 324 111*	Personal Health & First Aid	Reece	1	3
Psychology 151 (200) 111*	Introduction	Schumacher	3	3

Course No.	Description	Instructor	Period	Credit
Psychology 211 (336) 124*	Exceptional Child	Brogan	3	3
Psychology 233 (224)	Child & Adolescent	Trader	2	3
Religion 102 (106) 104*	New Testament	R. Smith	2	3
Religion (232) 105*	Christian Ethics	R. Smith	3	3
Sociology 201 (200) 101*	Introduction	Harper	2	3
Sociology 304 (224) 127*	Marriage & the Family	Harper	4	3
Sociology (450)	Sociology of War & Peace	C. Johnson	3	3
Spanish 112 (201) 102*	Beginning	Gonzalez	1	3
Spanish 222 (202) 104*	Intermediate	Gonzalez	2	3
Special Education 214 108*	Introduction to Mental Retardation	Brogan	4	3
Special Education 217	Language Arts & Social Studies for the Mentally Retarded	Hall	1	3
Special Education 218	Mathematics & Science for the Mentally Retarded	Hall	2	3
Special Education 355	Principles & Diagnosis of Learning Disabilities & Disorders of Children (workshop June 18-July 3)	Ide	1, 2	3
Special Education 356	Prescriptive Teaching (prerequisite, Special Education 355) (workshop July 5-July 21—Education 355 and 356 must be taken in combination—6 hrs. credit)	Ide	1, 2	3

†**Offered Same Hour—Art 219 for beginners**
Art 319 Advanced students and majors

††**Offered Same Hour**

SUMMER SCHOOL CALENDAR

First Session — May 14 to June 16, 1973

May 14	Monday	Registration
May 15	Tuesday	All classes begin
May 16	Wednesday	Last day to add or change courses
June 15	Friday	Final Examinations
June 16	Saturday	Final Examinations

Second Session — June 18 to July 21, 1973

June 18	Monday	Registration
June 19	Tuesday	All classes begin
June 20	Wednesday	Last day to add or change courses
July 20	Friday	Final examinations
July 21	Saturday	Final examinations

CLASS HOURS

First Period	8:00- 9:30 a.m.
Second Period	9:45-11:15 a.m.
Third Period	11:30- 1:00 p.m.
Fourth Period	1:30- 3:00 p.m.
Fifth Period	3:15- 4:45 p.m.

EVENING CLASS HOURS

First Period	6:00- 7:50 p.m.
Second Period	8:10-10:00 p.m.

Evening classes will meet on Monday and Thursday evenings for ten weeks at the Downtown Campus of Guilford College, except that the first class will meet Tuesday, May 15.

SUMMER SESSION 1973 — EVENING AT DOWNTOWN CAMPUS OF GUILFORD COLLEGE

May 14 - July 21, 1973

Classes Meet Monday and Thursday nights

Day (Law Enforcement Program)

Management 355 a	Organization and Management	Caudill	Mon. Thurs.	9:45 - 11:35
Psychology 332 a	Industrial and Organizational Psych.	Aiken	Mon. Thurs.	11:45- 1:30

NIGHT

First Period 6:00-7:50			Second Period 8:10-10:00		
Biology 212	Ecosystems	Bryden	Art 228	20th Century Art	Calhoun
Education 221	Education in America	Reddeck	Biology 211	Genetics and Man	L. Smith
Economics 221	Principles of Econ (Macro)	Evans	Economics 222	Principles of Econ (Micro)	Evans
General Studies 100*	Developmental Reading	Trent	English 100	Basic Composition	Scott
History 103	U. S. History	J. Moore	English 101	Introduction to Literature I	Bengel
Management 215	Business Law	Patterson	General Studies 100*	Developmental Reading	Trent
Management 226	Principles of Accounting II	Andrews	Management 225	Principles of Accounting I	Andrews
Management 327	Cost Accounting	Grubbs	Management 234 (Econ. 334)	Statistics	Reed
Management 460	Labor Relations	Caudill			
Math 115	Elementary Functions	Parker	Management 335 b	Organization & Management	Caudill
Math 211	Calculus III	Mandulay	Management 224	Managerial Accounting	Grubbs
Philosophy 200	Introduction to Philosophy	Kent	Math 105	Finite Math	Walker
Political Science 321	So. & S. E. Asia Political Sys.	Sebo	Philosophy 190	Logic	Staff
Psychology 332 b	Industrial & Orgn. Psych.	Aiken	Political Science 201	Intro. to International Politics	Grice
Religion 200	Contemporary Religious Situations	Pipkins	Psychology 200	General Psychology	Kaufman
Sociology 220	Social Problems	Speas	Religion 202	Non-Western Religions	Pipkin
			Sociology 200	Principles of Sociology	Speas

Non Credit Courses

H. S. Algebra I	Staff	H. S. Algebra II	Staff
Math II	Staff	H. S. Plane Geometry	Staff
Typing I	Hall	Shorthand I	Hall
Typing II	Staff	Introduction to Business	Staff

*Two credit hours

EXAMINATION SCHEDULE

First Session

June 15	Friday	8:00-11:00 a.m.	First Period classes
June 15	Friday	1:00- 4:00 p.m.	Second period classes
June 16	Saturday	8:00-11:00 a.m.	Third period classes
June 16	Saturday	1:00- 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Second Session

July 20	Friday	8:00-11:00 a.m.	First period classes
July 20	Friday	1:00- 4:00 p.m.	Second period classes
July 21	Saturday	8:00-11:00 a.m.	Third period classes
July 21	Saturday	1:00- 4:00 p.m.	Fourth period classes

5th period class examinations to be scheduled by instructor

Evening Classes

July 19	Thursday	7:00-10:00 p.m.	First period classes
July 20	Friday	7:00-10:00 p.m.	Second period classes

APPLICATION PROCEDURE

Day Classes

For further information concerning the tri-college summer program or to apply for admission on the enclosed application form, correspondence should be directed to:

Allen E. Kivett
Director of Admissions
Greensboro College
Greensboro, N. C. 27402
Telephone: 272-7102

Students already enrolled at Bennett, Greensboro, or Guilford Colleges should apply at their respective admissions offices for admittance to the summer session.

Evening Classes

New summer school applicants planning to take all or part of their course work at the Guilford College Downtown Campus in the evening should direct their applications and requests for information to:

Edwin R. Boelte
Admissions Officer
Guilford College Downtown Campus
501 West Washington Street
Greensboro, N. C. 27402
Telephone: 275-5395

GREENSBORO TRI-COLLEGE CONSORTIUM

Director of Summer Sessions
Dr. William J. Lanier

Dean of Students
Mr. Harold Bragg, Mrs. Leslie Wicker, Mr. Andrew Gottschall

Registrar
Mr. John J. Schaller

Business Manager
Mr. Fred T. Jones, Jr.



BENNETT COLLEGE

President
Dr. Isaac H. Miller

Director of Admissions
Mrs. Mary M. Eady

GREENSBORO COLLEGE

President
Dr. Howard C. Wilkinson

Admissions Officer
Mr. Allen E. Kivett

GUILFORD COLLEGE

President
Dr. Grimsley T. Hobbs

Admissions Officer (Main Campus)
Mr. John K. Bell

Admissions Officer (Downtown Campus)
Mr. Edwin Boelte

GREENSBORO TRI-COLLEGE CONSORTIUM
APPLICATION FOR ADMISSION
1973 Summer Session

Mr.
Mrs.
Miss _____

_____ is a graduate of
Permanent Address Zip Code

_____ High School or is a

student in good standing at _____ College, University

and has permission to take: _____

First Term (7 hours permitted) Second Term (7 hours permitted)

_____ _____
Course No. and title Course No. and title

in the 1973 Greensboro Tri-College Consortium summer session at Greensboro College.

Date_____ Signed_____
Principal, Dean, or Registrar

Have you attended previously
- ☐ Bennett College
- ☐ Greensboro College
- ☐ Guilford College

Public school teachers must furnish proof of graduation or good academic standing from the last college attended.

State taught in last year_____ County_____

School and address _____

Are you seeking undergraduate credit? _____Yes _____No

Do you plan to attend: 1st Session— 2nd Session— Both Sessions—?

Do you plan to live on campus? ____Yes ____No

Applicant's Signature Date